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ABSTRACT

Alumni of Bellarmine College, Kentucky, who had obtained B.A. or B.S. degrees from 1974 to 1978 were surveyed in 1979. Areas of assessment were as follows: majors, desired occupation at time of graduation, attendance at graduate school, present employment status, jobs held by respondents, reasons why respondents chose their present jobs, difficulties encountered in obtaining a job, importance of a degree from Bellarmine, and job satisfaction. Overall, 70 percent of the respondents indicated that they would repeat their major if they could begin college again. However, with the exception of psychology majors, those in the social science and humanities divisions were least likely to want to repeat their majors. Half of the men wished to become either accountants or executives at the time of graduation, while one-fourth of the women wished to become elementary school teachers. There was a fairly close correspondence between desired and actual occupations. Slightly more than one-third of the respondents had attended graduate school, and about 70 percent of those attending graduate school had obtained or were pursuing M.A. or M.B.A. (masters of business administration) degrees. Approximately 85 percent of the respondents were working full time, and 57 percent were employed by private industry. Education was the next most important employer category, followed by government. Men were more often employed in private industry, while women were more often employed in education. About 65 percent of respondents indicated no difficulty obtaining a job, about 28 percent had some difficulty, and about 7 percent had a great deal of difficulty. A sample survey form is appended. (SW)

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BELLARMINE COLLEGE
ALUMNI SURVEY

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November, 1980

HE 014 369

In the Spring of 1979, surveys were sent to Bellarmine alumni who had graduated with B.A. or B.S. degrees from 1974 to 1978.(A copy of the survey is reproduced in the Appendix.) This report presents the results of that survey. The major topics included are:

1. Summary of survey procedures.
2. Area of concentration of respondents.
3. Desired occupation at time of graduation.
4. Attendance at graduate school.
5. Present employment status.
6. Jobs held by respondents.
7. Reasons why respondents chose their present jobs.
8. Difficulty respondents had in obtaining a job.
9. Importance of a Bellarmine degree.
10. Job satisfaction.
11. Possible use of survey data by other interested parties.

It had been anticipated that the results of this survey would be compared to the results of other surveys. However, analysis of the data took far longer than expected. Thus, in the interest of getting a report written in a reasonable length of time, such comparisons with other surveys will be postponed until a later date.

Summary of Survey Procedures

The communication mode of this survey was by mail, as is the case for most alumni surveys. The advantages of a mail survey are well established. They are generally low in cost, especially compared to personal interviews. The person can take his time in filling out the survey. Since the survey is completed in privacy, the environment is non-threatening compared to responding to questions posed by an

interviewer. Finally, the mail can reach people who are too busy or inaccessible for a phone or personal interview.

There are also disadvantages using this approach. A mail survey, like any survey, obtains information by asking people about their attitudes, beliefs or behavior, as opposed to observing their behavior directly. The possibility of distortion on the part of the respondent is very real. However, this was probably not a problem here. Most of the questions in the survey were fairly straightforward, dealing with factual information. In addition, those questions that probed respondent attitudes and judgments(e.g., whether a Bellarmine degree has any value in the marketplace)could be answered in privacy.

A second problem was that the survey was structured. There were no open-ended questions. Although this greatly simplified the task of compiling information, possible answers provided may not have accurately reflected the respondent's feelings. The alternative is to include open-ended questions, either written(in the case of a mail survey) or verbal(in the case of an interview). Such questions provide the respondent greater latitude in answering questions, and permits clarification if a question is unclear or confusing.

It is somewhat uncertain whether this survey has suffered due to its structured format. The survey was tested on several individuals before it was mailed to help insure that questions were unambigious and clear. Further, the

responses themselves indicated that the survey was relatively straightforward to answer. Finally, the survey was shown to several individuals who are knowledgeable in this area to determine whether the "right" questions were asked, and whether there were enough choices for the questions asked to reflect the respondents feelings.

The main problem with mail surveys is that the sample is self-selected. There were 828 surveys sent, which was the number of alumni for which there were known addresses. 384 of these surveys, or 46.37%, were returned.

There are really two types of bias that can arise when the sample is self-selected. First, suppose that the characteristics of those who did respond and those who did not respond were approximately the same. For this survey, such characteristics would include(among others) year of graduation, sex, and area of concentration. It is still possible that respondents and non-respondents are quite different because, perhaps, respondents are generally more successful in their jobs or have a more positive attitude towards the College. The only way to test for this type of bias is to take a sample of the non-respondents and see if the results of such a survey matches the results of the initial respondents. This was not done here, so the magnitude of this bias is unknown.

A second source of bias arises when the characteristics of respondents and non-respondents are different.

This bias can be examined. Unfortunately, it is a problem for this survey. The following indicates the percentage of surveys received according to three characteristics.

Year of Graduation	Surveys Sent	Surveys Received	Percentage of Surveys Received
1974	169	99	58.57%
1975	181	77	42.54%
1976	188	93	49.46%
1977	160	62	38.75%
1978	130	53	40.76%
Sex			
Male	527	222	42.12%
Female	301	154	51.16%
Division			
Commerce(day)	291	170	58.42%
Commerce(night)	60	7	11.66%
Math-Science	93	54	58.06%
Social Science	166	66	39.76%
Humanities	89	32	35.95%
Education	97	49	50.51%

Overall Response Rate: 46.37%

Generally, the most recent graduates were less likely to respond. This is somewhat surprising. Perhaps recent graduates are less settled in their jobs and are, therefore, more reluctant to answer questions concerning employment. (The reader may wonder why fewer surveys were sent to the more recent graduates. The answer is that these graduates often have unknown addresses. This is yet a third source of bias to the extent that individuals with unknown addresses are significantly different from everyone else.)

Women were somewhat more likely to respond than men. A much more significant difference appears when area of

concentration is analyzed. People included in the Commerce Division(day) and Math-Science were more likely to respond than Humanities and Social Science. Education was in between these two groups. By far the most troubling situation was the extremely low response rate of evening Commerce students. Any future survey will have to make a greater effort to reach these individuals.

Most of the questions are analyzed by controlling, among other factors, area of concentration, sex, and year of graduation. By doing so, it is possible to get some feel for how responses related to the entire sample might have been different had the characteristics of respondents and non-respondents been the same. It should be noted, though, that even so-called "random" samples may not be truly random. People can still refuse to be sampled. There is also the practical question of whether the increased costs of creating random samples are worth the benefits in the form of a reduction in bias.

Area of Concentration of Respondents

The area of concentration of those responding to the survey is presented in Table 1. Classification by division was given in the previous section. Alumni who were in the Commerce Division represent close to 50% of the responses both because of the large number who concentrated in Business Administration and Accounting, and the generally higher response rates of these individuals.

Table 1
Respondents Area of Concentration

AREA	NUMBER
Accounting	106
Art	3
Biology	17
Business Admins.	64
Chemistry	19
Commerce	7
Communication Arts	1
Economics	3
Education	49
Engineering	1
English	11
Foreign Languages	1
History	28
Humanities	6
Liberal Arts	4
Mathematics	8
Medical Technology	7
Music	6
Natural Science	1
Philosophy	3
Physics	1
Political Science	6
Psychology	11
Social Science	5
Sociology	13
Theology	1

One of the survey questions asked: "If you could start college over again, what would be your area of concentration(major)?" The results are given in Table 2. (The areas of concentration actually analyzed were only those which included five respondents or more.) Table 3 provides the same type of information, but respondents are classified by division.

Generally, most individuals would take the same area of concentration if they could start college over again. Table 4 indicates the percentage of those who would have repeated their area of concentration. The table also shows what percentage would have repeated an area of concentration in their own division. Overall, 70% of the respondents would have repeated their area of concentration.

There are obvious differences.With the exception of Psychology, those in the Social Science and Humanities divisions were least likely to want to repeat their area of concentration. For example, of the 35 individuals that indicated an area of concentration in History or Sociology, eleven would have concentrated in Business Administration had they to do it all over again. In short, the popular notion that those concentrating in the traditional liberal arts subjects are least happy with their choice of curriculum seems to have some truth - at least for the initial years after graduation.

The results of Table 3 were also subdivided according

Table 2

Actual versus Desired Area of Concentration

Actual \ Desired	Accounting	Art	Biology	Bus. Adm.	Chemistry	Economics	Education	English	History	Math
Accounting	72	2	1	5	-	2	1	1	1	-
Biology	1	-	11	3	-	-	-	-	-	-
Business Admins.	3	1	3	40	-	2	1	-	-	-
Chemistry	-	-	-	-	14	-	-	1	1	-
Education	-	1	-	1	-	-	40	-	-	-
English	1	-	-	2	-	-	-	5	-	-
History	1	-	-	7	-	-	-	-	13	1
Math	-	-	-	2	-	-	-	-	-	5
Music	1	-	-	-	-	-	-	-	-	-
Pol. Sci.	-	-	-	3	-	-	1	-	-	-
Psychology	-	-	-	-	-	-	-	-	-	-
Sociology	1	-	-	4	-	-	1	-	-	-
Commerce	1	-	-	1	-	-	-	-	-	-

Table 2 (cont.)

Actual \ Desired	Med. Tech.	Music	Pol. Sci.	Psych.	Sociology	Computer Science	Engineering	Commerce	Pre-Med	Row Totals
Accounting	-	-	-	-	-	2	4	1	2	94
Biology	-	-	-	-	-	-	1	-	-	16
Business Admins.	1	1	-	-	-	1	2	2	1	58
Chemistry	-	-	-	-	-	-	1	-	-	17
Education	-	-	-	1	-	1	-	-	3	47
English	-	-	-	-	-	-	-	-	-	8
History	-	-	-	1	-	-	-	-	-	23
Math	-	-	-	-	-	1	-	-	-	8
Music	-	3	1	-	-	-	-	-	-	5
Pol. Sci.	-	-	2	-	-	-	-	-	-	6
Psychology	-	-	-	8	-	-	-	-	-	8
Sociology	-	-	1	-	5	-	-	-	-	12
Commerce	-	-	-	-	-	1	-	3	-	6

Table 3*
Actual Versus Desired Area of Concentration-By Division

Actual \ Desired	Commerce	Science-Math	Social Science	Humanities	Education	Other**	Row Totals
ommerce	128	15	6	5	2	21	177
	72.3%	8.5	3.4	2.8	1.1	11.9	
cience-Math	7	37	2	1	-	6	53
	13.2%	69.8	3.8	1.9	-	11.3	
ocial Science	17	1	35	1	2	9	65
	26.2%	1.5	53.8	1.5	3.1	13.8	
umanities	6	-	4	19	-	6	35
	17.1%	-	11.4	54.3	-	17.1	
ducation	1	4	1	2	40	3	51
	2.0%	7.8	2.0	3.9	78.4	5.9	

*First Number in each cell is the actual count. The second number in each cell is the row percentage.

**Includes an area of concentration not offered at Bellarmine College.

Table 4
Percentage that Would Repeat Area of Concentration

Area of Concentration	Percentage that would Repeat Area of Concentration
Accounting	76.6%
Biology	68.8
Business Administration	69.0
Chemistry	82.4
Commerce(Evening)	50.0
Education	85.1
English	62.5
History	56.5
Math	62.5
Music	60.0
Political Science	33.3
Psychology	100.0
Sociology	41.7

Division	Percentage that would Repeat Area of Concentration-In Their Own Division
Commerce	72.3%
Science-Math	69.8
Social Science	53.8
Humanities	54.3
Education	78.4

to the year of graduation to test whether the most recent graduates were more or less happy with their area of concentration compared to earlier graduates. Although the numbers involved are often small, there is no evidence that time as an independent variable has an impact on this question.

Desired Occupation at Time of Graduation

One of the survey questions asked: "What occupation did you wish to enter(or eventually enter) at the time you graduated?" The results are presented in Table 5.

Table 6 presents the same information, but respondents are classified according to area of concentration. (Again note that only those areas with five or more respondents are included. Further, the category of desired occupations was also reduced to only include occupations with five or more respondents.) Desired occupation, for the most part, was logically related to the area of concentration. The only surprising result was that several concentrators in History desired, at the time of graduation, to enter occupations related to business.

Information concerning desired occupation was also broken down as a function of year of graduation. Only for the occupation "Accountant" was a clear trend evident. The following indicated the percentage of each graduating class wishing to become Accountants.

Table 5
Desired Occupation at Time of Graduation

Desired Occupation	Number
Accountant	91
Administrative Assistant	3
Advertising	8
Budget Analyst	7
Clerk-Secretary	1
Executive	34
Insurance Agent	4
Research Analyst	1
Sales Representative	15
Self-employed	8
Dentist	2
Medical Technologist	8
Nurse	2
Physical Therapist	2
Physician	10
Lab Technician	2
Veterinarian	1
Biologist	4
Chemist	8
Computer Programmer	5
Engineer	3
Mathematician	2
Physicist	1
Psychologist	3
Social Worker	9
Social Scientist (not otherwise specified)	2

Table 5 (cont.)

Desired Occupation	Number
Architect	1
Artist	2
Musician	2
Writer - Reporter	4
College Teacher	14
Elementary Teacher	34
Guidance Counselor	1
High School Teacher	27
Clergy	5
Lawyer	15
Government Investigator	2
Policeman-Fireman	4
Skilled Trades	2
Teacher (not otherwise specified)	7

Table 6
Desired Occupation at Time of Graduation-
By Area of Concentration

Occupation / Area of Concentration	Accountant	Advertising	Budget Analyst	Executive	Sales Rep.	Self-employed	Physician
Accounting	85	-	3	6	1	2	-
Biology	-	-	-	-	-	-	4
Bus. Admins.	3	-	3	21	9	5	-
Chemistry	-	-	-	-	-	-	5
Education	-	1	-	-	-	-	-
English	-	-	-	-	-	-	-
History	-	1	-	2	2	1	-
Math	-	-	-	-	1	-	-
Pol. Sci.	-	-	-	1	-	-	-
Psychology	-	1	-	-	-	-	-
Sociology	-	-	-	1	-	-	-
Commerce (Evening)	2	-	-	1	-	1	-

Table 6 (cont.)

Occupation / Area of Concentration	Chemist	Computer Prog.	Social Worker	College Teacher	Elem. Teacher	High School Teacher	Lawyer	Teacher *
Accounting	-	-	-	-	-	-	2	-
Biology	-		-	1	-	1	-	-
Bus. Admins.	-	2	-	-	-	1	3	1
Chemistry	8	-	-	1	-	-	-	-
Education	-	-	-	1	32	1	-	7
English	-	-	-	1	-	2	2	-
History	-	-	1	5	-	11	2	-
Math	-	2	-	1	-	2	-	-
Pol. Sci.	-	-	1	-	-	-	-	-
Psychology	-	-	2	-	-	2	-	-
Sociology	-	-	5	-	-	3	1	-
Commerce (Evening)	-	1	-	-	-	-	1	-

*Not otherwise specified

Year	Percentage wishing to become Accountants
1974	20.5%
1975	27.7
1976	26.0
1977	31.5
1978	39.1

The data were also classified according to sex. The results are given in Table 7. Half of the men wished to become either Accountants or Executives. One-fourth of the women wished to become Elementary School Teachers.

Finally, what is the correspondence between desired occupation at the time of graduation and present occupation? The results for selected occupations are given in Table 8. Occupations for which graduate study is required are not included.

There was a fairly close correspondence between desired and actual occupations. The exceptions were Advertising, High School Teacher, and Social Worker. In fact, the correspondence was surprisingly high for Executives considering the age of the respondents. Perhaps the definition of "Executive" is sufficiently broad to include many types of jobs.

It is important to note that because a person does not achieve his or her desired occupation does not imply job dissatisfaction. Thus, it is quite difficult to separate out the inability to obtain a desired occupation as compared to simply a change in attitude over time.

Table 7
Desired Occupation at Time of Graduation - By Sex

Sex \ Desired Occupation	Acctant.	Admins. Asst.	Advertising	Budget Analyst	Clerk-Secretary	Executive	Insurance Agent	Sales Rep	Self-Employed
Male	67	3	4	5	1	27	3	14	9
	35.6%	1.6	2.1	2.7	.5	14.4	1.6	7.4	4.8
Female	23	-	4	1	-	6	1	-	-
	17.2%		3.0	.7		4.5	.7		

Sex \ Desired Occupation	Medical Tech.	Physician	Chemist	Computer Programmer	Social Worker	College Teacher	Elementary Teacher	High School Teacher
Male	-	6	5	5	2	5	1	12
		3.2%	2.7	2.1	1.1	2.7	.5	6.4
Female	8	4	3	-	7	8	34	13
	6.0%	3.0	2.2		5.2	6.0	25.4	9.7

Sex \ Desired Occupation	Clergy	Lawyer	Teacher*	Other	Row Total
Male	3	12	-	4	188
	1.6%	6.4		2.1	100%
Female	2	3	8	9	134
	1.5%	2.2	6.0	6.7	100%

*Not otherwise specified

Table 8
Relationship Between Desired Occupation at Time of Graduation and Present Occupation

Occupation	Number Desiring Occupation	Number Who Achieved it	Percentage
Accountant	91	64	70.3%
Advertising	8	3	37.5
Budget Analyst	7	4	57.1
Executive	34	24	70.6
Sales Rep.	15	10	66.6
Self-Employed	8	4	50.0
Medical Technologist	8	6	75.0
Computer Programmer	5	5	100.0
Social Worker	9	3	33.3
Elementary Teacher	34	28 *	82.3
High School Teacher	27	12 **	44.4

*One individual is a High School Teacher.

**Two individuals are Elementary Teachers.

Attendance at Graduate School

The survey asked several questions concerning attendance at graduate school. Those considered as attending graduate school included individuals who had received graduate degrees or were in graduate school at the time the survey was completed. Likewise, degrees listed included those who had obtained the degree or were in graduate school and intended to obtain a degree. Omitted were individuals who never attended graduate school or had dropped out before completing a degree. A few of those surveyed had completed or were working towards a second graduate degree.

Table 9 indicates those individuals who had attended graduate school as a function of sex, year of graduation, and area of concentration. Females were more likely to attend graduate school than males, largely because many women who are teachers desire (or are required) to obtain Masters Degrees. As expected, the most recent graduates were less likely to attend graduate school compared to those who graduated earlier. This is part of a definite trend on the part of college graduates to enter the work force for awhile before pursuing graduate studies. Those concentrating in the Sciences had the greatest proportion attending graduate school, while those who were in Business concentrations had the smallest percentage. There was also a relatively large proportion attending graduate school from the Social Sciences and Education. Overall, slightly more than one-third of the

Table 9
Attendance at Graduate School

Sex \ Attended	Yes	No	Row Total
Male	73 32.9	149 67.1	222
Female	60 39.0	94 61.0	154
Column Totals	133 35.3	243 64.7	376 100%

Year of Graduation \ Attended	Yes	No	Row Total
1974	43 45.7	51 54.3	94
1975	32 42.1	44 57.9	76
1976	29 31.5	63 68.5	92
1977	19 29.2	46 70.8	65
1978	11 21.2	41 78.8	52

Area of Concentration \ Attended	Yes	No	Row Total
Accounting	19 18.3	85 81.7	104
Biology	11 64.7	6 35.3	17
Business Administration	12 18.8	52 81.3	64
Chemistry	12 63.2	7 36.8	19
Education	29 58.0	21 42.0	50
English	5 45.5	6 54.5	11
History	14 53.8	12 46.2	26
Math	3 57.2	4 42.8	7
Music	-	6 100.0	6
Political Science	2 33.3	4 66.7	6
Psychology	5 45.5	6 54.5	11
Sociology	7 53.8	6 46.2	13
Commerce	2 28.6	5 71.4	7

respondents had attended graduate school.

The degrees obtained (or pursuing) are given in Table 10. Males who attended graduate school usually pursued the MBA degree (36%), although a sizeable percentage pursued an MA degree (24%). Women concentrated almost exclusively on the MA degree (68%). The smaller number of those attending graduate school who graduated Bellarmine most recently was noted earlier. However, for those entering graduate school, year of graduation did not seem to have an impact on the type of degree pursued except for the Ph.D. and J.D. Area of concentration had a definite impact on graduate degree. Those who were in the Commerce Division pursued the MBA degree almost exclusively (86%). Those concentrating in Biology or Chemistry pursued either an M.D. or Ph.D. (68%). Those in the Education and Social Science division indicated a preference for the MA degree (92% and 67% respectively.)

In sum, about 70% of those attending graduate school had obtained or were pursuing MA or MBA degrees. The other degrees individually accounted for less than 10% of the total.

Table 11 shows the field of study of those attending graduate school. In the previous Table, it was found that the MBA was the most popular graduate degree among males. This accounts for the fact that Commerce was the most prevalent graduate field of study for males. The next most popular fields among males were the Physical Sciences and Law.

Table 10
Graduate Degree Obtained (or Pursuing) *

Sex \ Degree	MA	MBA	PhD	MD	JD	Other Professional Degree	Other Degree	Row Total
Male	16	23	4	7	8	2	1	66
		1	3				1	
Female	36	6	2	2	3	2	-	54
	1			1	1			
Column Totals	53	30	9	10	12	4	2	120
	44.1%	15.0	7.5	8.3	10.0	3.3	1.6	100%

Year of graduation \ Degree	MA	MBA	PhD	MD	JD	Other Professional Degree	Other Degree	Row Total
1974	20	7	3	3	-	-	1	37
			1			1	1	
1975	12	11	-	2	3	2	-	32
		1	1					
1976	12	6	3	1	2	2	-	30
	1		2	1				
1977	6	3	1	2	3	-	-	15
1978	2	3	-	1	3	-	-	9

Area of concentration \ Degree	MA	MBA	PhD	MD	JD	Other Professional Degree	Row Total
Accounting	-	14	-	-	2	-	16
Biology	1	1	2	5	-	-	9
Business Administration	-	9	-	-	2	-	11
Chemistry	1	-	3	3	1	-	10
		1	1				
Education	22	-	-	-	-	2	24
English	2	1	-	-	2	-	5
History	8	1	1	-	2	1	14
Math	2	-	1	-	-	-	3
Political Science	-	1	-	-	1	-	2
Psychology	5	-	-	-	-	-	5
Sociology	5	-	-	-	1	-	6
Commerce	-	1	-	-	-	-	1

*The second number in a cell indicates a second graduate degree. As an example, there are four males who have (or are pursuing) a Ph.D. for their first degree, and three who have (or are pursuing) a Ph.D. for their second degree. The total for this cell is seven.

**Row totals include first and second degrees.

Table 11
Graduate Field of Study*

Sex \ Graduate Field of Study	Humanities	Social Sciences	Physical Science-Math-Computers	Commerce	Education	Engineering and Applied Science	Medicine	Law	Physical Education and Recreation	Row Totals
Male	6	5 1	7 2	22 2	2	2	6	9	2 1	67
Female	3	9 1	3	6	26 1	-	2	3	-	54
Column Totals	9 7.4%	16 15.7	12 9.9	30 24.8	29 24.0	2 1.6	8 6.6	12 9.9	3 2.5	121 100%

Year graduated \ Graduate Field of Study										
1974	5	7 1	3	6 1	8 1	1	3	1	1 1	39
1975	-	2	1 1	11 1	11	1	1	3	1	33
1976	3	3 1	4 1	7	5	- 1	1	2	-	28
1977	1	1	1	3	4	-	2	3	-	15
1978	-	1	1	3	-	-	1	3	-	9

*The second number in a cell indicates a second graduate degree. (See footnote , Table 10)
**Row totals include first and second degrees.

Table 11
(cont.)

Area of concen. \ Graduate Field of Study	Humanities	Social Sciences	Physical Science-Math-Computers	Commerce	Education	Engineering and Applied Science	Medicine	Law	Physical Education and Recreation	Row Totals
Accounting	-	-	-	13 1	-	-	-	2	-	16
Biology	-	-	2	1	-	-	4	-	1	8
Business Administration	-	-	-	9	-	-	-	2	-	11
Chemistry			4 1	- 1	-	1	3	1	-	11
Education	1	-	-	-	23	-	-	-	-	24
English	2	-	-	1	-	-	-	2	-	5
History	-	6 1	-	1	4 1	-	-	2	-	15
Math	-	-	3	-	-	-	-	-	-	3
Political Science	-	-	-	1	-	-	-	1	-	2
Psychology	1	4	-	-	-	-	-	-	-	5
Sociology	-	4	-	-	1	-	-	1	-	6
Commerce	-	-	-	1	-	-	-	1	-	2

Among females, the MA was the most popular degree and, as shown in Table 11, Education was the most common field of study.

Examining the impact of year of graduation, both the Humanities and Social Sciences seemed to be of waning interest, while Law was increasing interest. However, the numbers involved for some of the fields of study were relatively small. Further, as more of the most recent graduates return to graduate school, the distribution among fields of study may change.

Graduate field of study was also examined as a function of area of concentration. In almost all cases, individuals pursued the graduate field of study that related to their undergraduate area of concentration.

In sum, Commerce and Education dominated the graduate fields of study pursued by those respondents who attended graduate school. These two fields accounted for nearly one-half of the total. Other fields of study with a sizeable representation were the Social Sciences (15.7%) and Law (9.9%).

Finally, Table 12 indicates the location of the graduate schools as a function of both field of study and type of degree. Unfortunately, when the data were coded Bellarmine College was not singled out - rather, it was included in the third category which consists of Kentucky colleges other than the University of Louisville and Univer-

Table 12
Location of Graduate Study**

Field of Study \ Location	U of L	U of K	Other Ky. Colleges	Colleges Outside Ky.	Row Totals
Humanities	2	-	2	5	9
Social Sciences	5 1	2 1	3 1	4	16
Physical-Science Math-Computers	2	1	1	2	12
Comaerce	3	-	26 1	1	31
Education	15	1	5 1	7	29
Engineering and Applied Sciences	2	-	-	-	2
Medicine	8	-	-	-	8
Law	11	-	-	1	12
Physical Education and Recreation	- 1	-	-	-	1
Column Totals	49 40.8%	5 4.1	40 33.3	26 21.6	120 100%

Graduate Degree \ Location	U of L	U of K	Other Ky. Colleges	Colleges Outside Ky.	Row Tota
MA	22	2	11 1	17	53
MBA	3	-	26 1	1	31
Ph.D.	-	1 1	1	5 2	10
M.D.	9	-	-	-	9
J.D.	10	-	-	1	11
Other Professional Degree*	2	1	- 1	1	5
Other Degree	-	-	1	- 1	2

The second number in a cell indicates a second graduate degree. (See footnote , Table 10)
**Row totals include first and second degrees.

sity of Kentucky.

As expected the University of Louisville was the dominant choice of those attending graduate school (40.8%). It monopolized the area of Medicine and Law, and provided about one-half of the degrees in the field of Educetion. The University of Kentucky was not important in any field of study. Other Kentucky colleges were very important in Commerce and of some importance in Education. Colleges outside of Kentucky were of dominant importance in the Physical Sciences and were of some importance in the Humanities and Education fields.

Concerning the graduate degree, the MA was spread among three of the four categories, with the largest being the University of Louisville (41%). The MBA degree provided the same numbers as the Commerce field of study. Undoubtedly, the vast majority of these individuals have obtained their degrees at Bellarmine College. The Ph.D. was pursued largely at colleges outside of Kentucky. As mentioned above, both Medicine and Law were pursued exclusively at the University of Louisville.

Present Employment Status

Table 13 shows the employment status of the respondents as of Spring, 1979. The vast majority of respondents (84.8%) were working full time. The next largest category was full time graduate student (8.5%). In fact, if you eliminate the last two categories, which probably represent individuals who were not working full time by choice, 96%

Table 13
Employment Status

Sex \ Employment Status	Working Full Time	Working Part Time	Unemployed But Looking For a Job	Unemployed But Not Looking For a Job	Full Time Graduate Student	Row Totals
Male	190	4	2	2	23	221
	86.0%	1.8	0.9	0.9	10.4	
Female	128	5	2	10	9	154
	83.1%	3.2	1.3	6.5	5.8	
Column Totals	318	9	4	12	32	375
	84.8%	2.4	1.0	3.2	8.5	100%

Year of Graduation \ Employment Status						
1974	83	1	-	3	5	92
	90.2%	1.1		3.3	5.4	
1975	69	3	-	1	5	78
	88.5%	3.8		1.3	6.4	
1976	74	1	1	5	10	91
	81.3%	1.1	1.1	5.5	11.0	
1977	53	-	3	1	8	65
	81.5%		4.6	1.5	12.3	
1978	43	4	-	2	4	53
	81.1%	7.5		3.8	7.5	

Table 13
(Cont.)

Employment Status / Area of Concentration	Working Full Time	Working Part Time	Unemployed But Looking For a Job	Unemployed But Not Looking For a Job	Full Time Graduate Student	Row Totals
Accounting	98	2	-	3	2	105
	93.3%	1.9		2.9	1.9	
Biology	11	1	-	-	5	17
	64.7%	5.9			29.4	
Business Admin-stration	61	-	2	-	1	64
	95.3%		3.1		1.5	
Chemistry	11	-	-	1	6	18
	61.1%			5.6	33.3	
Education	43	1	-	4	2	50
	86.0%	2.0		8.0	4.0	
English	8	1	-	-	2	11
	72.7%	9.1			18.2	
History	21	1	-	1	3	26
	80.8%	3.8		3.8	11.5	
Math	5	1	-	-	2	8
	62.5%	12.5			25.0	
Music	6	-	-	-	-	6
	100.0%					
Political Science	5	-	-	-	1	6
	83.3%				16.7	
Psychology	9	-	-	-	2	11
	81.8%				18.2	
Sociology	10	-	-	-	2	12
	83.3%				16.7	
Commerce	7	-	-	-	-	7
	100.0%					

of the respondents were employed full time.

There was relatively little difference between males and females. A smaller percentage of males were unemployed but not looking for a job, while a higher percentage of males were full time graduate students. Year of graduation seemedto have little impact on employment status except that, as expected, earlier graduates were less likely to be in graduate school full time.

The relationship between employment status and area of concentration is interesting. Earlier, it was indicated that graduates concentrating in the Humanities and Social Sciences were somewhat less satisfied with their choice of concentration compared to other graduates. However, Table 13 shows that concentrating in traditional liberal arts areas certainly does not imply an inability to obtain full time employment. The vast majority of these individuals were either working full time or were full time graduate students.

Jobs Held by Respondents

A number of areas were examined concerning jobs held by respondents. Table 14 looks at the question of the number of full time jobs held. Sex had virtually no impact on this variable. As expected, year of graduation had a major impact on the number of jobs held. For example, the percentage indicating two or more jobs was 60.6% for the 1974 graduates and only 21.1% for the 1978 graduates.

Area of concentration did seem to have an impact on

Table 14
Number of Full Time Jobs

Sex \ Number of Jobs	None	One	Two	Three	Four	Row Totals
Male	16	110	64	30	2	222
	7.2%	49.5	28.8	13.5	0.9	
Female	10	79	39	24	2	154
	6.5%	51.3	25.3	15.6	1.3	
Column Totals	26	189	103	54	4	376
	6.9%	50.2	27.4	14.3	1.0	100%

Year of grad. \ Number of jobs	None	One	Two	Three	Four	Row Totals
1974	6	31	30	24	3	94
	6.4%	33.0	31.9	25.5	3.2	
1975	1	42	24	8	1	76
	1.3%	55.2	31.6	10.5	1.3	
1976	7	41	28	15	1	92
	7.6%	44.5	30.4	16.3	1.1	
1977	7	41	11	6	-	65
	10.8%	63.1	16.9	9.2		
1978	4	37	10	1	-	52
	7.7%	71.1	19.2	1.9		

Division \ Number of jobs	None	One	Two	Three	Four	Row Totals
Commerce	4	95	52	23	3	177
	2.2%	53.6	29.4	13.0	1.7	
Science-Math	10	24	14	5	-	53
	18.8%	45.3	26.4	9.4		
Social Science	8	29	16	11	1	65
	12.3%	44.6	24.6	16.9	1.5	
Humanities	6	11	9	9	-	35
	17.1%	31.4	25.7	25.7		
Education	2	32	11	6	-	51
	3.9%	62.7	21.5	11.7		

the number of jobs held, but the numbers may be misleading. For those in the Science and Social Science divisions, a majority of those who held no jobs were full time graduate students. Perhaps a more meaningful analysis would be possible if full time graduate students were not considered. For the Humanities Division, however, there was a comparatively large percentage with no jobs even though there were few in graduate school, and a larger percentage with two or three jobs.

Table 15 examines the type of employer of those respondents who indicated that they held full time positions. Private industry was the dominant type of employer (57%). However, private industry was much more important for males (76.6%) compared to females (28.2%). Education was the next most important employer category (20.6%). However, this category was insignificant for males (5.4%), but of major importance for females (43.2%). Government was third in importance (13.2%). There was little male-female difference in this category. The smallest category was non-profit employers other than government and education (e.g., churches, hospitals, and welfare organizations). This category was much more important for females (16.8%) than males (3.8%).

Year of graduation did not appear to have a noticeable effect on type of employer. For the graduating class of 1978, there was a larger percentage entering Government related jobs and a smaller percentage entering Education

Table 15
Type of Employer

Sex \ Type of Employer	Private Industry	Govt.	Education	Non-Profit Other	Row Totals
Male	141 76.2%	27 14.6	10 5.4	7 3.8	185
Female	36 28.8%	14 11.2	54 43.2	21 16.8	125
Column Totals	177 57.1%	41 13.2	64 20.6	28 9.0	310 100%

Year of Graduation \ Type of Employer	Private Industry	Govt.	Education	Non-Profit Other	Row Totals
1974	38 47.5%	12 15.0	20 25.0	10 12.5	80
1975	38 56.7%	9 13.4	16 23.9	4 6.0	67
1976	47 66.2%	6 8.5	10 14.1	8 11.3	71
1977	31 58.5%	5 9.4	14 26.4	3 5.7	53
1978	26 61.9%	9 21.4	4 9.5	3 7.1	42

Division \ Type of Employer	Private Industry	Govt.	Education	Non-Profit Other	Row Total
Commerce	137 85.1%	15 9.3	1 .6	8 5.0	161
Science-Math	14 41.2%	6 17.6	5 14.7	9 26.5	34
Social Science	15 30.0%	16 32.0	15 30.0	4 8.0	50
Humanities	12 50.0%	4 16.7	6 25.0	2 8.3	24
Education	1 2.3%	-	37 86.0	5 11.6	43

compared to earlier graduating classes. However, subsequent graduating classes will have to be examined to see whether this situation continues.

Table 16 shows in which specific occupations the respondents were employed. (Only occupations indicated by five or more respondents were included.) Almost twenty-two percent of those presently employed were accountants. This profession accounted for over twenty-six percent of the men employed and almost fifteen percent of the women. A distant second and third were Executives (10.9%) and Elementary Teachers (10.6%). As expected, Executive was more important for men than women (13.5% and 7.2% respectively). In contrast, Elementary Teaching was insignificant for men (0.5%), while it was the most important occupation for women (25.6%).

Table 16 also relates occupation with division. (There was also an analysis relating occupation with area of concentration, but in most cases there were too few respondents for each cell.) The first number in each cell is the actual count. The second number is the row percentage. Thus, 41% of all respondents who were in the Commerce Division became accountants. The third number is the column percentage. Thus, of those who became accountants, 98.5% were in the Commerce Division. What is of general significance here is that except for the occupations Accountant, Budget Analyst, and Self-Employed, the Business related

Table 16*
Specific Occupations

Occupation / Sex	Accountant	Administrative Assistant	Advertising	Budget Analyst	Clerk Secretary	Executive	Insurance Agent	Sales Rep.	Self-Employed	Medical Technician	Computer Programmer	Social Worker	Elementary Teacher	High School Teacher	Teacher Other	Other	Row Totals
Male	49	10	2	9	4	25	5	19	8	-	6	6	1	7	-	34	185
	26.5%	5.4	1.1	4.8	2.2	13.5	2.7	10.2	4.3		3.2	3.2	0.5	3.8		18.4	
Female	18	-	3	2	6	9	2	2	-	6	1	4	32	9	8	23	125
	14.4%		2.4	1.6	4.8	7.2	1.6	1.6		4.8	0.8	3.2	25.6	7.2	6.4	18.4	
Column Totals	67	10	5	11	10	34	7	21	8	6	7	10	33	16	8	57	310
	21.6%	3.2	1.6	3.5	3.2	10.9	2.2	6.8	2.6	1.9	2.2	3.2	10.6	5.1	2.6	18.4	100%
Occupation / Division																	
Commerce	66	7	1	12	3	22	5	13	8	-	4	-	-	-	-	20	161
	41.0	4.3	0.6	7.4	1.9	13.7	3.1	8.1	5.0		2.5					12.4	
	98.5	70.0	20.0	100.0	27.3	66.7	62.5	61.9	100.0		57.1					34.4	
Science Math	-	1	-	-	1	2	1	1	-	6	2	-	-	2	-	18	34
		2.9			2.9	5.8	2.9	2.9		17.6	5.8			5.8		52.9	
		10.0			9.1	6.1	12.5	4.8		100.0	28.6			12.5		31.0	
Social Science	1	2	1	-	5	7	1	4	-	-	1	8	3	9	-	8	50
	2.0	4.0	2.0		10.0	14.0	2.0	8.0			2.0	16.0	6.0	18.0		16.0	
	1.5	20.0	20.0		45.5	21.2	12.5	19.0			14.3	80.0	9.1	56.3		13.8	
Humanities	-	-	1	-	2	2	1	3	-	-	-	2	2	3	-	9	24
			4.1		8.2	8.2	4.1	12.3				8.2	9.2	12.3		37.5	
			20.0		18.2	6.1	12.5	14.3				20.0	6.1	18.8		15.5	
Education	-	-	2	-	-	-	-	-	-	-	-	-	28	2	8	3	43
			4.6										65.1	4.6	18.6	.9	
			40.0										84.8	12.5	100.0	5.1	

*first number in each cell is actual count. Second number is the row percentage. Third number is the column percentage.

occupations were not the exclusive domain of members of the Commerce Division. Only the Education Division was not represented in a number of these occupations.

Finally, the occupations were grouped together into nine general categories. Table 17 shows the relationship between these categories and both sex and area of concentration. (The specific occupations included in each category are given on page 4 of the survey. A copy of the survey is presented in the Appendix.) Business related occupations were, as expected, the most important category (58.4%). They were of far more importance for men than women (74.5% compared to 34.7%). Teaching related occupations were next in importance (19.5%). This category was of minor importance for men (4.3%) but was the dominant category for women (41.9%). The other significant difference between men and women was in Health related occupations (1.6% and 11.3% respectively.)

Analyzing the second part of the table reinforces an earlier conclusion - namely, it is not necessary for a person to concentrate in Business Administration or Accounting to enter a Business related occupation. (Whether a person is more likely to receive a "better" job or be on a "faster track" if he or she concentrates in a certain area cannot be determined from the survey results.)

It should be remembered that the occupations in the tables are those of respondents who worked full time when

Table 17
Specific Occupations - Categories

Sex \ Categories	Business Related	Health Related	Natural And Physical Sciences	Social Science Related	Art Related	Teaching Related	Professions Other	Govt.	Trades	Row Total
Male	137	3	13	7	3	8	1	8	4	184
	74.5%	1.6	7.1	3.8	1.6	4.3	0.5	4.3	2.2	
Female	43	14	3	6	1	52	1	3	1	124
	34.7%	11.3	2.4	4.8	0.8	41.9	0.8	2.4	0.8	
Column Totals	180	17	16	13	4	60	2	11	5	308
	58.4%	5.5	5.2	4.2	1.3	19.5	0.6	3.6	1.6	100%

Table 17 (cont.)

Area of Concentration \ Categories	Business Related	Health Related	Natural And Physical Sciences	Social Science Related	Art Related	Teaching Related	Professions Other	Govt.	Trades	Row Total
Accounting	89	-	1	-	-	-	-	1	1	95
Biology	4	5	1	-	-	1	-	-	-	11
Business Administration	49	1	3	-	1	2	-	1	1	58
Chemistry	1	1	5	1	-	-	-	1	-	9
Education	2	1	-	1	-	39	-	-	-	43
English	3	1	-	-	1	3	-	-	-	8
History	9	-	1	1	1	8	-	-	-	20
Math	2	-	2	-	-	1	-	-	-	5
Music	2	-	-	-	1	1	-	1	1	6
Political Science	3	-	-	1	-	1	-	-	-	5
Psychology	4	-	-	4	-	1	-	-	-	9
Sociology	2	1	1	1	-	2	1	1	-	9
Commerce	4	-	1	-	-	-	-	1	1	7

the survey was filled out. The largest group omitted were full time graduate students. As these individuals obtain their graduate degrees and become gainfully employed, certain occupational categories such as Physician, Lawyer, and College Teacher will increase in number. Thus, if a survey were done of alumni ten years after graduation, the occupational categories would be somewhat different.

Reasons Why Respondents Chose Present Jobs

The survey asked a number of questions concerning why respondents chose their present occupation. The results for all respondents who had full time jobs when the survey was filled out are given in Table 18.

Of greatest importance was intrinsic interest in the field, and second was job openings available. An occupation characterized by presitge, autonomy, and originality was of minor importance - perhaps because expectations are low during the early years after graduation. High earnings was not important for most people. Again, this reaction may partially be a function of knowing that jobs early in one's career may not pay well.

Responses to these questions were also analyzed by breaking down the sample according to a number of characteristics. Men and women differed significantly in some areas. The results are shown in Table 19.

The table contains no real surprises. Rapid career advancement, high earnings, and leadership opportunities

Table 18
Reasons for Choosing Occupation

	Not Important	Somewhat Important	Very Important
Job openings available	12.9%	36.8%	50.3%
Rapid career advancement	27.6	41.4	31.0
High earnings	22.2	48.4	29.4
Prestigious occupation	36.9	49.5	13.6
Autonomy	21.3	52.1	26.7
Originality	25.5	46.5	28.0
Contribution to society	22.3	43.9	33.9
Leadership opportunities	15.7	42.1	42.1
Intrinsic interest in a field	9.7	30.5	59.7

Table 19
Reasons For Choosing Occupation-By Sex*

	Not Important	Somewhat Important	Very Important
Rapid career advancement			
Male	16.5%	45.2%	38.3%
Female	43.0	36.7	20.3
High earnings			
Male	13.8	54.0	32.3
Female	34.4	40.6	25.0
Contribution to society			
Male	28.7	43.6	27.7
Female	12.5	43.8	43.8
Leadership opportunities			
Male	12.2	42.0	45.7
Female	20.5	43.3	36.2
Intrinsic interest in field			
Male	11.7	34.0	54.3
Female	5.5	26.0	68.5

*Only significant relationships are reported.

were more important to men, while contribution to society and intrinsic interest in a field were more important to women. In reference to the other reasons such as autonomy and originality, there was not a statistically significant difference between men and women.

The data were also divided according to year of graduation. This controlling variable did not reveal a significant relationship with any of the listed reasons for choosing an occupation except rapid career advancement. According to the survey results, the most recent graduates were more likely to choose an occupation where rapid career advancement was important.

Table 20 divides the data according to division. On a comparative basis, those in the Commerce Division felt that rapid career advancement and high earnings were important while autonomy, originality, contribution to society, and intrinsic interest in a field was of lesser importance.

Those in Math-Science felt that intrinsic interest in a field was relatively important while job openings available and leadership opportunities were not important. For those in the Social Sciences, rapid career advancement, high earnings, and prestigious occupation were not relatively important.

Those in Humanities believed autonomy and leadership opportunities were important. Individuals concentrating in Education were the most extreme in their responses. Job

Table 20
Reasons for Choosing Occupation-By Division

	Not Important	Somewhat Important	Very Important
Job openings available			
Commerce (N = 161)	11.2%	43.5%	45.5%
Math-Science (N = 35)	11.4	51.4	37.1
Social Science (N = 51)	17.6	29.4	52.9
Humanities (N = 24)	25.0	25.0	50.0
Education (N = 44)	8.9	17.8	73.3
Rapid career advancement			
Commerce	10.6	45.3	44.1
Math-Science	37.1	37.1	25.7
Social Science	36.5	46.2	17.3
Humanities	36.0	32.0	32.0
Education	68.2	29.5	2.3
High earnings			
Commerce	4.9	54.9	40.1
Math-Science	31.4	45.7	22.9
Social Science	44.2	40.4	15.4
Humanities	28.0	44.0	28.0
Education	50.0	40.9	9.1
Prestigious occupation			
Commerce	27.3	56.5	16.1
Math-Science	34.3	48.6	17.1
Social Science	53.8	36.5	9.6
Humanities	52.0	28.0	20.0
Education	47.6	50.0	2.4
Autonomy			
Commerce	22.5	56.9	20.6
Math-Science	28.6	45.7	25.7
Social Science	15.7	47.1	37.3
Humanities	20.0	28.0	52.0
Education	16.7	59.5	23.8
Originality			
Commerce	29.8	47.8	22.4
Math-Science	20.0	48.6	31.4
Social Science	25.0	44.2	30.8
Humanities	33.3	33.3	33.3
Education	9.1	52.3	38.6
Contribution to society			
Commerce	31.1	52.8	16.1
Math-Science	17.1	42.9	40.0
Social Science	21.2	36.5	42.3
Humanities	12.0	32.0	56.0
Education	-	27.3	72.7

Table 20 (cont.)

	Not Important	Somewhat Important	Very Important
Leadership opportunities			
Commerce	10.60%	43.5%	46.0%
Math-Science	20.0	57.1	22.9
Social Science	15.7	37.3	47.1
Humanities	24.0	20.0	56.0
Education	27.3	40.9	31.8
Intrinsic interest in a field			
Commerce	9.9	37.7	52.5
Math-Science	8.6	14.3	77.1
Social Science	13.7	29.4	56.9
Humanities	12.5	25.0	62.5
Education	4.5	18.2	77.3

openings available, contribution to society, and intrinsic interest in a field were important, while rapid career advancement, high earnings, and prestigious occupation were not important.

Finally, Tabel 21 analyzes the reasons for choosing those nine occupations in the survey indicated by ten or more individuals. Information in this Table should be helpful in determining why individuals choose a particular occupation. The table also reveals interesting contrasts between related occupations. For example, High School Teachers were more interested in autonomy and leadership opportunities than Elementary Teachers.

It should be noted that because a respondent did not indicate a particular reason was important in choosing their present occupation does not imply that the reason was not important to them personally. For example, a person may have become a secretary, and originality may not have been a reason for choosing that job. However, originality may still be important to this person.

There is, in fact, three stages of analysis that could be investigated. First, what characteristics of a job are important to an individual? Second, what were the reasons in choosing a job? Third, what are the characteristics of the job? Although the interrelationships between these stages were not examined, it would be an interesting area of research to pursue.

Table 21
Reasons for Choosing Occupation-By Occupation

	Not Important	Somewhat Important	Very Important
Job openings available			
Accountant (N=66)	9.1%	43.9%	47.0%
Administrative Assistant (N=10)	20.0	40.0	40.0
Budget Analyst (N=12)	-	50.0	50.0
Clerk Secretary (N=11)	9.1	36.4	54.5
Executive (N=33)	24.2	51.5	24.2
Sales Rep. (N=21)	9.5	42.9	47.6
Social Worker (N=10)	-	30.0	70.0
Elementary Teacher (N=33)	6.1	9.1	84.8
High School Teacher (N=16)	18.8	31.3	50.0
Rapid Career Advancement			
Accountant	3.0	45.5	51.5
Administrative Assistant	50.0	40.0	-
Budget Analyst	25.0	33.3	41.7
Clerk Secretary	45.5	36.4	18.2
Executive	5.9	47.1	8.8
Sales Rep.	15.0	50.0	35.0
Social Worker	30.0	60.0	10.0
Elementary Teacher	75.8	24.2	-
High School Teacher	50.0	50.0	-
High Earnings			
Accountant	1.5	53.0	45.5
Administrative Assistant	-	80.0	20.0
Budget Analyst	-	66.6	33.3
Clerk Secretary	54.5	9.1	36.4
Executive	8.8	64.7	26.5
Sales Rep.	-	52.4	47.6
Social Worker	40.0	60.0	-
Elementary Teacher	54.5	42.4	3.0
High School Teacher	68.8	18.8	12.5
Prestigious Occupation			
Accountant	21.2	57.6	21.2
Administrative Assistant	30.0	50.0	20.0
Budget Analyst	25.0	66.7	8.3
Clerk Secretary	54.5	36.4	9.1
Executive	41.2	50.0	8.8
Sales Rep.	50.0	25.0	25.0
Social Worker	60.0	30.0	10.0
Elementary Teacher	53.1	43.9	3.1
High School Teacher	75.0	25.0	-

Table 21 (Cont.)

	Not Important	Somewhat Important	Very Important
Autonomy			
Accountant	21.2%	60.6	18.2
Administrative Assistant	33.3	55.6	11.1
Budget Analyst	8.3	91.7	-
Clerk Secretary	45.5	27.3	27.3
Executive	39.4	42.4	18.2
Sales Rep.	15.0	50.0	35.0
Social Worker	10.0	50.0	40.0
Elementary Teacher	12.9	67.7	19.4
High School Teacher	12.5	43.8	43.8
Originality			
Accountant	34.8	48.5	16.7
Administrative Assistant	40.0	30.0	30.0
Budget Analyst	33.3	58.3	8.3
Clerk Secretary	54.5	18.2	27.3
Executive	32.4	41.2	26.5
Sales Rep.	20.0	55.0	25.0
Social Worker	30.0	50.0	20.0
Elementary Teacher	9.4	56.3	34.4
High School Teacher	18.8	50.0	31.3
Contribution to Society			
Accountant	22.7	56.1	21.2
Administrative Assistant	30.0	30.0	40.0
Budget Analyst	58.3	41.7	-
Clerk Secretary	36.4	36.4	27.3
Executive	35.3	55.9	8.8
Sales Rep.	50.0	45.0	5.0
Social Worker	10.0	30.0	60.0
Elementary Teacher	-	36.4	63.6
High School Teacher	-	18.8	81.3
Leadership Opportunities			
Accountant	10.6	45.5	43.9
Administrative Assistant	10.0	40.0	50.0
Budget Analyst	8.3	50.0	41.7
Clerk Secretary	36.4	54.5	9.1
Executive	5.9	23.5	70.6
Sales Rep.	10.0	55.0	35.0
Social Worker	20.0	30.0	50.0
Elementary Teacher	30.3	39.4	30.3
High School Teacher	6.7	33.3	60.0

Table 21 (Cont.)

	Not Important	Somewhat Important	Very Important
Intrinsic interest in a Field			
Accountant	9.1	31.8	59.1
Administrative Assistant	11.1	55.6	33.3
Budget Analyst	8.3	25.0	66.7
Clerk Secretary	36.4	27.3	36.4
Executive	14.7	47.1	38.2
Sales Rep.	23.8	19.0	57.1
Social Worker	10.0	40.0	50.0
Elementary Teacher	6.3	28.1	65.6
High School Teacher	-	18.8	81.3

Difficulty In Obtaining Jobs

One of the questions in the survey asked: "Did you experience difficulty in obtaining your present job?" 64.7% indicated no difficulty, 27.9% some difficulty, and 7.4% a great deal of difficulty. There was no significant relationship between response to this question and the control variables, sex, year of graduation, and number of jobs held. Table 22 breaks down the respondents according to area of concentration and by division. There were not, in fact, significant differences between the concentrations.

Table 23 divides the responses according to occupational categories. Health related and Government had the least difficulty, while Social Science related and Science related had the most difficulty. Several categories had too few numbers for any meaningful interpretation.

Another question in the survey asked how many months the person actively looked for their first full time job. By considering only those individuals that held one job, the above question referred to the persons present as well as first job. For this group, the average search time was highly correlated with whether the person had difficulty in obtaining their present job.

Difficulty in obtaining job	Average search time
No difficulty	1.2 months
Some difficulty	3.1 months
A great deal of difficulty	6.2 months

Women had a slightly longer search time than men - 2.2 months

Table 22
Difficulty In Obtaining Job-By Area Of Concentration

Areas of Concentration	No Difficulty	Some Difficulty	A great deal of Difficulty
Accounting (N=97)	72.2%	20.6%	7.2%
Biology (N=12)	66.7	25.0	8.3
Business Administration (N=66)	61.7	31.7	6.7
Chemistry (N=12)	50.0	33.3	16.7
Education (N=45)	64.4	31.1	4.4
English (N=9)	55.5	22.2	22.2
History (N=21)	57.1	38.1	4.8
Math (N=5)	60.0	40.0	-
Music (N=6)	66.7	33.3	-
Political Science (N=5)	60.0	40.0	-
Psychology (N=9)	55.6	33.3	11.1
Sociology (N=10)	40.0	50.0	10.0
Commerce (N=6)	50.0	33.3	16.7
Division			
Commerce	67.5%	25.1%	7.3%
Science-Math	66.7	25.0	8.3
Social Science	57.7	36.5	5.8
Humanities	60.0	28.0	12.0
Education	64.4	31.1	4.4

Table 23
Difficulty In Obtaining Job-By Occupational Category

	No Difficulty	Some Difficulty	A Great Deal of Difficulty
Business Related (N=181)	67.4%	26.0%	6.6%
Health Related (N=17)	88.2	5.9	5.9
Science Related (N=16)	43.8	37.5	18.8
Social Science Related (N=13)	53.8	46.2	-
Art Related (N=4)	75.0	25.0	-
Teaching Related (N=60)	61.7	31.7	6.7
Clergy Library Law (N=2)	50.0	50.0	-
Government (N=11)	72.7	18.2	9.1
Trades (N=5)	80.0	20.0	-

compared to 1.8 months. Oddly enough, year of graduation had virtually no effect on search time. The longest was 1977 (2.3 months) and the lowest 1975 (1.9 months).

Since indicated difficulty of finding a job was not significantly related to area of concentration, it is not surprising that average search time was likewise fairly similar. Of the nine areas that had more than six respondents, the lowest was Psychology (0.9 months) and the highest was Chemistry (2.7 months). Most of the other areas clustered between 1.5 and 2.5 months.

Average search times were also related to occupational categories. The lowest was Science related (1.5 months) and the highest was Government (3.1 months).

Although long search time and difficulty in obtaining a job often are related, this need not be the case. For example, those with jobs in Government indicated little difficulty in getting jobs, but search time was relatively high. Search time may, in fact, be high because numerous jobs are available.

Finally, it was also possible to examine how long a job was held and how long it took to find another job given a person had held more than one job since graduation. The results are given in Table 24. Those that had two jobs remained in their first job, on average, for 20 months. Average time between jobs was 1.2 months (about one-half the time searching for the first job). Those that had

Table 24

Respondents With Two Jobs
(N = 103)

Average number of months employed in first job	Average number of months between first and second job
20.9	1.2

Respondents With Three Jobs
(N = 54)

Average number of months employed in first job	Average number of months between first and second job
14.8	0.7
Average number of months employed in second job	**Average number of months between second and third job**
13.1	1.4

three jobs held their first two jobs slightly over one year. Average time between the first and second job was very low (less than a month), while average time between the second and third jobs was a bit longer (one-and-a half months). It would also be possible to analyze this information controlling for certain variables such as sex or area of concentration.

This section has related difficulty in obtaining a job with several factors such as occupation and area of concentration. The results, however, may be of limited importance if used for counseling purposes. First, some of the data are too aggregated. For example, Science related occupations range from Dental Assistants to Physicians. A more refined breakdown of occupations would be useful, but the sample is not of sufficient size.

Second, and of greater importance, difficulty in obtaining a job varies rapidly over time. It may be relatively easy to get a job now if you are an Accountant, but not in five years. Preoccupation with current job market conditions, in the opinion of the author, is not very useful in planning for a lifetime of work.

What this section does say is that most Bellarmine graduates have had relatively little difficulty in obtaining jobs, and that responses did not vary significantly when controlling for such factors as occupation and area of concentration.

Importance of a Bellarmine Degree in Present Job

There were a number of questions on the survey concerning the relationship between the Bellarmine degree and the respondent's job. The results for all respondents are given in Table 25. (The number of respondents within each category may vary slightly among the first four questions. In addition, all individuals were asked to answer the fifth question, while only those who had full time jobs answered the first four questions.)

Almost two-thirds of the respondents felt that the degree was very necessary in obtaining their present job. As expected, both the degree and the area of concentration were less useful for performing on the job. Interestingly enough, over 80% of the respondents felt that their experience at Bellarmine helped to provide them with a satisfactory work experience in their current position. Apparently there was a perceived difference between a degree helping to perform the required duties of a job and a college experience helping to provide a satisfactory work experience. Pursuing this difference could prove fruitful in helping to determine the value of a college experience for the typical graduate.

A question was also asked concerning whether a Bellarmine degree would prove useful in performing duties required by future jobs. The precentage that responded positively was much higher than the percentage responding

Table 25
Bellarmine Degree and Relationship to Present Job

	Not Necessary	Somewhat Necessary	Very Necessary
Necessity of degree in obtaining present job	14.2%	19.9%	65.9%
Necessity of degree in performing duties of present job	16.3	36.2	47.5
Necessity of major in performing duties of present job	19.3	32.9	47.8

	Yes	No	Don't Know
Bellarmine College experience as preparation for a satisfactory work experience	80.2%	10.7%	9.1%

	Definitely No	Probably No	Probably Yes	Definitely Yes
Bellarmine degree helpful in performing duties of future jobs	0.8%	2.1%	22.3%	74.7%

to the same question concerning the current job. Thus, in the minds of the respondents, jobs immediately after graduation may require less academically oriented skills than jobs the respondents perceive they will be holding at a later time.

A further analysis was undertaken to explore the relationship between responses to questions concerning the Bellarmine degree (given in Table 25) and other factors. Year of graduation and number of jobs held were not significantly related to any of these questions.

Sex was significantly related to four of the five questions as shown in Table 26. For all four questions, women responded more positively than men. As will be seen, concentrators in Education showed similar positive responses. This is an example of an area where cause and effect are difficult to sort out. Do women in general respond more positively than men, or is this response due to a large number of women entering teaching - a field which absolutely requires possession of a degree? Further investigation (along with a larger sample) may help provide some answers.

Table 27 breaks down the sample according to area of concentration and division. Concerning the first question, those in Education, not surprisingly, showed the most positive response. To teach, a degree is required. Those in the Math-Science Division were a distant second.

Table 26
Bellarmine Degree and Relationship to Present Job-By Sex

	Not Necessary	Somewhat Necessary	Very Necessary
Necessity of degree in obtaining present job			
Male	16.9%	23.5%	59.6%
Female	9.5	13.8	76.7
Necessity of degree in performing duties of present job			
Male	19.2	40.1	40.7
Female	11.2	30.2	58.6
Necessity of major in performing duties of present job			
Male	20.8	37.7	41.5
Female	16.5	25.2	58.3

	Definitely No	Probably No	Probably Yes	Definitely Yes
Bellarmine degree helpful in performing duties of future jobs				
Male	1.4%	2.3%	27.0%	69.4%
Female	-	2.0	15.2	82.8

Table 27
Bellarmine Degree and Relationship to Present
Job-By Area of Concentration

Area of Concentration	Degree and Obtaining Job			Degree and Performing on Job			Major and Performing on Job		
	Not Necessary	Somewhat Necessary	Very Necessary	Not Necessary	Somewhat Necessary	Very Necessary	Not Necessary	Somewhat Necessary	Very Necessary
Accounting (N=75)	5.3%	10.5%	84.2%	5.3%	30.5%	64.2%	6.3%	28.4%	65.3%
Biology (N=11)	-	27.3	72.7	9.4	72.7	18.2	27.3	45.5	27.3
Business Administration (N=62)	22.6	38.7	38.7	25.8	45.2	29.0	24.2	48.4	27.4
Chemistry (N=10)	10.0	10.0	80.0	20.0	40.0	40.0	10.0	20.0	70.0
Education (N=37)	2.7	5.4	91.9	5.4	13.5	81.1	2.7	18.9	78.4
English (N=7)	14.3	28.6	57.1	28.6	28.6	42.9	14.3	42.9	42.9
History (N=19)	36.8	15.8	47.4	36.8	31.6	31.6	57.9	21.1	21.1
Math (N=4)	-	50.0	50.0	50.0	25.0	25.0	-	75.0	25.0
Music (N=6)	50.0	33.3	16.7	16.7					
Political Science (N=5)	-	20.0	80.0	20.0	40.0	40.0	40.0	40.0	20.0
Psychology (N=8)	-	12.5	87.5	12.5	37.5	50.0	25.0	25.0	50.0
Sociology (N=9)	11.1	44.4	44.4	-	62.5	37.5	25.0	37.5	37.5
Commerce (N=6)	50.0	25.0	25.0	50.0	50.0	-	33.3	33.3	33.3

Table 27 (cont.)

Division	Degree and Obtaining Job: Not Necessary	Somewhat Necessary	Very Necessary	Degree and Performing on Job: Not Necessary	Somewhat Necessary	Very Necessary	Major and Performing on Job: Not Necessary	Somewhat Necessary	Very Necessary
Commerce (N=31)	12.9%	22.1%	65.0%	14.7%	36.2%	49.1%	14.1%	36.2%	49.7%
Math-Science (N=31)	3.2	19.4	77.4	16.1	48.3	35.5	12.9	38.7	48.4
Social Science (N=48)	22.9	20.8	56.3	25.5	40.4	34.0	42.6	29.6	27.7
Humanities (N=21)	33.3	28.6	38.1	23.8	47.6	28.6	42.9	28.6	28.2
Education (N=37)	2.7	5.4	91.9	5.4	13.5	81.1	2.7	18.9	78.4

Area of Concentration	Bellarmine and Satisfactory Work Experience: Yes	No	Don't Know	Degree Helpful in Future Jobs: Definitely No	Probably No	Probably Yes	Definitely Yes
Accounting	84.5%	9.3%	6.2%	1.0%	1.9%	24.0%	73.1%
Biology	75.0	25.0	-	-	11.8	11.8	76.5
Business Administration	80.3	11.5	8.2	3.1	-	31.3	65.6
Chemistry	91.7	-	8.3	-	-	-	100.0
Education	84.4	8.9	6.7	-	2.0	10.0	88.0
English	88.9	11.1	-	-	-	18.2	81.8
History	66.7	28.6	4.8	-	4.0	24.0	72.0
Math	80.0	-	20.0	-	-	37.5	62.5

Table 27 (cont.)

Area of Concentration	Bellarmine and Satisfactory Work Experience: Yes	No	Don't Know	Degree Helpful in Future Jobs: Definitely No	Probably No	Probably Yes	Definitely Yes
Music	66.7%	33.0 %	-	-	-	66.7%	33.3%
Political Science	80.0	20.0	-	-	-	16.7	83.3
Psychology	88.9	11.0	-	-	-	-	100.0
Sociology	60.0	-	40.0%	-	-	16.7	83.3
Commerce	50.0	33.3	16.7	-	14.3%	28.6	57.1
Division							
Commerce	81.7	11.0	7.3	1.7	1.7	26.9	69.7
Math-Science	80.6	11.1	8.3	-	3.9	11.8	84.3
Social Science	71.2	15.4	13.5	-	3.2	15.9	81.0
Humanities	76.0	16.0	8.0	-	-	42.9	57.1
Education	84.4	8.9	6.7	-	2.0	10.0	88.0

Third was Commerce. However, there was an enormous split between those who were in Accounting and those in Business Administration. For this question (and the next two questions), Accounting concentrators had double the positive response rate compared to Business Administration concentrators. Undoubtedly, this is because entry into the Accounting profession almost always requires a college degree. There was, in fact, relatively little difference between the two concentrations in the response to the last question. This question refers to future rather than present jobs.

The Social Sciences were fourth, but again there was a split between individual concentrations. Those in Psychology had a very high positive response rate compared to other Social Science concentrators. In fact, Psychology concentrators had the highest positive response rate for all five questions within the Division.

The Humanities Division showed the lowest positive response rate to this question, and were either fourth or fifth with regards to the remaining four questions.

The second and third questions will be discussed together. The Education Division had the highest positive response rate for both questions, and by a wide margin. Accounting as an area of concentration probably represents individuals who likewise enter a highly credentialed occupation, but it was still 15 percentage points behind Education.

For these two questions, Psychology concentrators were more like other individuals in the Social Science Division. However, unlike responses to the first question, Chemistry and Biology concentrators showed markedly different results - the former indicating a more positive response rate than the latter.

Concerning the fourth question, positive response rates among divisions and areas of concentration were high and fairly uniform. The fifth question yielded some interesting patterns. Education again had the highest positive response rate, but the Math-Science and Social Science Divisions were not far behind. What this seems to indicate is that those in Math-Science perceived that their degree would be very helpful in the future, even though it was less useful in their present job. In fact, the respondents in these two Divisions had a significantly higher positive response rate than members of the Commerce Division. Members of the Humanities Division had a relatively low positive response rate.

Responses to these questions were also related to certain specific occupations and occupational categories. The results are given in Table 28. One of the surprising results of this table was the relatively low positive response rate of some of the Business related occupations such as Administrative Assistant, Sales Representative, and even Executive. However, "Executive" covers a broad range

Table 28
Bellarmine Degree and Relationship With
Present Job-By Occupation

Specific Occupation	Degree and Obtaining Job: Not Necessary	Somewhat Necessary	Very Necessary	Degree and Performing on Job: Not Necessary	Somewhat Necessary	Very Necessary	Major and Performing on Job: Not Necessary	Somewhat Necessary	Very Necessary
Accountant (N=65)	1.5%	6.2%	92.3%	3.1%	21.5%	75.4%	1.6%	20.3%	78.1%
Administrative Assistant (N=9)	-	66.7	33.3	11.1	55.6	33.3	40.0	40.0	20.0
Budget Analyst (N=12)	-	8.3	91.7	8.3	33.3	58.3	8.3	41.7	50.0
Clerk Secretary (N=10)	60.0	20.0	20.0	60.0	30.0	10.0	70.0	-	30.0
Executive (N=34)	23.5	38.2	38.2	23.5	50.0	26.5	23.5	52.9	23.5
Sales Rep. (N=21)	23.8	42.9	33.3	33.3	57.1	9.5	47.6	42.9	9.5
Social Worker (N=10)	20.0	10.0	70.0	10.0	50.0	40.0	20.0	40.0	40.0
Elementary Teacher (N=33)	-	3.3	96.7	3.3	13.3	83.3	3.3	23.3	73.3
High School Teacher (N=16)	-	-	100.0	-	23.1	76.9	7.7	30.8	61.5

Table 28 (Cont.)

Specific Occupation	Bellarmine and Satisfactory Work Experience			Degree Helpful In Future Jobs			
	Yes	No	Don't Know	Definitely No	Probably No	Probably Yes	Definitely Yes
Accountant (N=65)	89.4%	6.1%	4.5%	1.5%	1.5%	12.3%	84.6%
Administrative Assistant (N=9)	80.0	10.0	10.0	-	-	20.0	80.0
Budget Analyst (N=12)	83.3	8.3	8.3	-	8.3	33.3	58.3
Clerk Secretary (N=10)	54.5	18.2	27.3	-	-	18.2	81.8
Executive (N=34)	79.4	11.8	8.8	2.9	5.9	17.6	73.5
Sales Rep. (N=21)	76.2	19.0	4.8	4.8	-	66.7	28.6
Social Worker (N=10)	60.0	20.0	20.0	-	-	20.0	80.0
Elementary Teacher (N=33)	84.8	9.1	6.1	-	3.0	6.1	90.9
High School Teacher (N=16)	68.8	12.5	18.8	-	-	6.3	93.8

Table 28 (cont.)

Occupational Category	Degree and Obtaining Job: Not Necessary	Somewhat Necessary	Very Necessary	Degree and Performing on Job: Not Necessary	Somewhat Necessary	Very Necessary	Major and Performing on Job: Not Necessary	Somewhat Necessary	Very Necessary
Business Related (N=181)	14.1%	24.3%	61.6%	16.9%	37.3%	45.8%	19.8%	35.6%	44.6%
Health Related (N=17)	14.3	21.4	64.3	21.4	42.9	35.7	21.4	28.6	50.0
Science Related (N=16)	21.4	35.7	42.9	23.1	53.8	23.1	23.1	38.5	38.5
Social Science Related (N=13)	16.7	16.7	66.7	16.7	50.0	33.3	16.7	33.3	50.0
Art Related (N=4)	75.0	-	25.0	25.0	50.0	25.0	25.0	25.0	50.0
Teaching Related (N=60)	-	2.0	98.0	2.0	16.0	82.0	4.0	24.0	72.0
Clergy									
Library									
Law (N=2)	-	50.0	50.0	-	50.0	50.0	-	50.0	50.0
Government (N=11)	20.0	20.0	60.0	10.0	80.0	10.0	30.0	50.0	20.0
Trades (N=5)	80.0	20.0	-	100.0	-	-	80.0	20.0	-

Tabel 28 (Cont.)

Occupational Category	Bellarmine and Satisfactory Work Experience			Degree Helpful In Future Jobs			
	Yes	No	Don't Know	Definitely No	Probably No	Probably Yes	Definitely Yes
Business Related (N=181)	82.2%	8.9%	8.9%	1.7%	2.2%	25.4%	70.7%
Health Related (N=17)	64.7	23.5	11.8	-	6.7	33.3	60.0
Science Related (N=16)	81.3	6.3	12.5	-	-	12.5	87.5
Social Science Related (N=13)	69.2	15.4	15.4	-	-	23.1	76.9
Art Related (N=4)	75.0	25.0	-	-	-	50.0	50.0
Teaching Related (N=60)	81.7	10.0	8.3	-	1.7	8.3	90.0
Clergy							
Library							
Law (N=2)	100.0	-	-	-	-	-	100.0
Government (N=11)	81.8	9.1	9.1	-	-	45.5	54.5
Trades (N=5)	60.0	40.0	-	-	20.0	40.0	40.0

of occupational duties, and it is doubtful whether individuals who generally range in age from 22 through 27 actually have high-level management responsibility.

Response to certain questions were also related to one another. The results are given in Table 29. As expected, the relationships were strongly significant. The second, third, and fourth relationships were also tested after controlling for Division. Except for a few cases, all three of these relationships were significant within each division.

Although most of the relationships were significant, this result must be interpreted carefully. Consider the third relationship tested. There was a strong relationship between the value of the degree in the present job and the perception of the degree's value in future jobs. Yet of those who stated that the degree was not necessary in performing the duties of their present job, 55% said that the degree would definitely help in performing the duties of future jobs. The relationship was significant because of those who said the degree was necessary in performing the duties of the present job, an even higher percentage (89.9%) said the degree would be helpful in performing the duties of future jobs.

Finally, Table 30 lists those courses (by area of concentration) which were indicated most useful in performing the duties of the respondent's present job. The survey

Table 29
Bellarmine Degree and Relationship to
Present Job-Correlation Among Survey Questions

Degree and Obtaining Job	Degree and Performing on Job			
	Not Necessary	Somewhat Necessary	Very Necessary	Row Totals
Not Necessary	53.5%	44.2%	2.3%	43
Somewhat Necessary	25.4	55.9	18.6	59
Very Necessary	5.5	28.6	65.8	199

Degree and Performing On Job	Major and Performing on Job			
	Not Necessary	Somewhat Necessary	Very Necessary	Row Totals
Not Necessary	77.6%	20.4%	2.0%	49
Somewhat Necessary	15.6	65.1	19.3	109
Very Necessary	2.1	12.0	65.9	142

Degree and Performing On Job	Degree Helpful in Future Jobs				
	Definitely No	Probably No	Probably Yes	Definitely Yes	Rows Totals
Not Necessary	4.1%	8.2%	32.7%	55.1%	49
Somewhat Necessary	0.9	2.8	36.8	59.4	109
Very Necessary	-	-	10.6	89.4	142

Degree and Performing On Job	Bellarmine and Satisfactory Work Experience		
	Yes	No	Don't Know
Not Necessary	49.0%	38.8%	12.2%
Somewhat Necessary	73.4	12.8	13.8
Very Necessary	93.0	3.5	3.5

Table 30
Courses Useful In Performing Duties
Required By Present Job

Area Of Concentration	Percentage of Total Indicating Course by Area of Concentration
Accounting	36.0%
Art	0.24
Biology	2.0
Business Administration	12.0
Chemistry	3.5
Economics	4.6
Education	17.4
English	2.4
History	0.9
Mathematics	1.33
Music	0.44
Philosophy	3.5
Political Science	0.66
Psychology	6.0
Sociology	0.9
Theology	1.33
Communication Arts	2.67
Computer Science	2.0
Senior Seminar	1.3

asked for the two most useful courses. The table simply adds up the first and second choice together. The total number of courses listed was 448.

Table 31 relates courses listed as most useful with selected occupations. Some of the occupations, such as Accountant and Elementary Teacher, indicated only one area of concentration. For most, however, preferred courses were quite spread out.

Job Satisfaction

Job satisfaction is a very difficult concept to analyze. The survey asked a number of questions that possibly relate to job satisfaction, although it is not always clear whether views on job satisfaction have adequately been uncovered.

The survey asked three questions concerning whether the individual wished to change his or her present job status. The results are given in Table 32. Approximately two-thirds of the respondents were satisfied with their present occupation and employer. Over 40% would be willing to move to another state for a promotion or better job. Obviously, this last question has more to do with job mobility than job dissatisfaction.

Response to these questions were analyzed after controlling for other factors. Year of graduation and number of jobs held were not significant control variables. However, sex was a significant factor. More men than women

Table 31
Courses Useful In Performing Duties
Required By Present Job-By Occupation

Present Occupation	Total Number of Courses listed by Members of Occupation	Area Of Concentration(s) Most Often Listed by Members of Occupation	Number of Times Area Of Concentration Was Listed by Members of Occupation
Accountant	129	Accounting	118
Administrative Assistant	17	Accounting	3
		Economics	4
		Business Administration	3
		Philosophy	3
Budget Analyst	22	Accounting	15
Clerk Secretary	14	Accounting	4
Executive	52	Accounting	13
		Business Administration	18
		Economics	5
		Psychology	7
Sales Rep.	33	Business Administration	10
		English	4
		Philosophy	3
		Communication Arts	3
Social Worker	14	Psychology	10
Elementary Teacher	50	Education	48
High School Teacher	27	Education	13
		Philosophy	4
		Theology	3
		Psychology	3

Table 32
Desire to Change Present Job Status

	Yes	No	Don't Know
Desire to Change Present Occupation	17.5%	69.8%	12.6%
Desire to Change Employers	19.7	64.9	15.4
Willing to Move to Another State to Accept Promotion or Better Job	41.2	39.9	18.9

wished they were in another occupation, although slightly more women than men wished they worked for another employer. Men were, as expected, much more willing to move to another state.

Table 33 relates answers to these questions with specific occupations and occupational categories. Accountants, Executives, Elementary Teachers, and those in Government jobs appeared the most satisfied with their present occupation, while Clerks-Secretaries, Administrative Assistants, and Social Workers seemed the least satisfied. Of particular interest was that High School Teachers were significantly less satisfied than Elementary Teachers.

Desire to change employers was quite similar to a person's desire to change occupations. But this was not always the case. Consider the Budget Analysts. Four individuals indicated that they wished to change occupations, but not employers. Apparently they felt that given they were Budget Analysts, their present employer was satisfactory.

Except for the Accountants, those in Business related occupations were quite willing to move to another state. Teachers, Secretaries, and those in Health related occupations were least willing to move. This was undoubtedly due to the preponderance of women in these occupations.

Table 34 relates answers to the three questions and area of concentration. Chemistry and Education concentrators

Table 33

Desire to Change Present Job Status By
Specific Occupation and Occupational Categories

Specific Occupations	Desire a New Occupation			Desire a New Employer			Willing to Move to Another State		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Accountant (N=66)	13.6%	74.2%	12.1%	13.6%	66.7%	19.7%	21.2%	57.6%	21.2%
Administrative Assistant (N=10)	20.0	40.0	40.0	20.0	60.0	20.0	50.0	20.0	30.0
Budget Analyst (N=12)	25.0	50.0	25.0	-	75.0	25.0	50.0	16.7	33.3
Clerk Secretary (N=11)	54.5	45.5	-	54.5	45.5	-	36.4	45.5	18.2
Executive (N=34)	11.8	70.6	17.6	14.7	70.6	14.7	55.9	29.4	14.7
Sales Rep. (N=21)	28.6	61.9	9.5	23.8	61.9	14.3	57.1	23.8	19.0
Social Worker (N=10)	40.0	40.0	20.0	50.0	30.0	20.0	50.0	30.0	20.0
Elementary Teacher (N=33)	9.1	87.9	3.0	21.2	72.7	6.1	34.4	53.1	12.5
High School Teacher (N=16)	25.0	62.5	12.5	18.8	56.3	25.0	31.3	31.3	37.5

Table 33 (cont.)

Occupational Category	Desire a New Occupation			Desire a New Employer			Willing to Move to Another State		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Business Related (N=181)	19.3%	66.9%	13.8%	17.7%	66.9%	15.5%	39.8%	40.9%	19.3%
Health Related (N=17)	11.8	76.5	11.8	17.6	82.4	-	37.5	31.3	31.3
Science Related (N=16)	6.3	68.8	25.0	18.8	50.0	31.3	56.3	25.0	18.8
Social Science Related (N=13)	38.5	46.2	15.4	53.8	23.1	23.1	46.2	38.5	15.4
Art Related (N=4)	25.0	75.0	-	25.0	75.0	-	50.0	50.0	-
Teaching Related (N=60)	11.7	83.3	5.0	20.0	66.7	13.3	33.9	44.1	22.0
Clergy Library Law (N=2)	-	50.0	50.0	-	50.0	50.0	100.0	-	-
Government (N=11)	18.2	81.8	-	18.2	81.8	-	63.6	36.4	-
Trades (N=5)	40.0	40.0	20.0	20.0	40.0	40.0	40.0	20.0	40.0

Table 34
Desire to Change Present Job Status-
By Area of Concentration

Area of Concentration	Desire a New Occupation			Desire a New Employer			Willing to Move to Another State		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Accounting (N=97)	16.5%	68.0%	15.5%	12.4%	63.9%	23.7%	27.8%	51.5%	20.6%
Biology (N=12)	33.3	50.0	16.7	33.3	58.3	8.3	36.4	27.3	36.4
Business Administration (N=60)	12.9	72.6	14.5	19.4	67.7	12.9	54.8	32.3	12.9
Chemistry (N=12)	8.3	83.3	8.3	25.0	58.3	16.7	41.7	50.0	8.3
Education (N=45)	11.1	86.7	2.2	24.4	66.7	8.9	34.1	47.7	18.2
English (N=9)	11.1	66.7	22.2	22.2	55.6	22.2	55.6	33.3	11.1
History (N=21)	28.6	66.7	4.8	28.6	61.9	9.5	57.1	19.0	23.8
Math (N=5)	-	60.0	40.0	40.0	60.0	-	20.0	60.0	20.0
Music (N=6)	50.0	50.0	-	33.3	50.0	16.7	33.3	66.7	-
Political Science (N=5)	20.0	60.0	20.0	-	80.0	20.0	80.0	-	20.0
Psychology (N=9)	22.2	66.7	11.1	33.3	44.4	22.2	66.7	11.1	22.2
Sociology (N=10)	20.0	70.0	10.0	30.0	60.0	10.0	30.0	40.0	30.0
Commerce (N=6)	33.3	66.7	-	16.7	83.3	-	50.0	16.7	33.3

seemed particularly satisfied with their present occupation, while Biology concentrators seemed relatively unsatisfied. Beyond these three areas, satisfaction was fairly uniform.

Biology, Psychology, Sociology, and History concentrators seemed to have a relatively strong desire to change employers. Of particular interest was the percentage of Education concentrators that wished to change employers. Apparently these individuals were happy that they were in teaching, but less so with the school that they taught in.

Willingness to move to another state varied significantly according to area of concentration. Particularly noteworthy was that Business Administration concentrators were twice as willing to move to another state than Accounting concentrators. It is possible that those in the Accounting profession feel more settled at an earlier point in their career compared to other Business related professions.

The survey also gave the respondent nine different statements related to his or her present job. For each statement, the person was to indicate the importance to them, and whether the statement was characteristic of their present job. The results for all respondents having full time jobs at the time the survey was completed is given in Table 35.

Opportunity to use special abilities,providing

Table 35
Job Characteristics

	Importance to You				Characteristic of Your Present Job			
	None	Little	Some	Very	Not At All	Slightly	Moderately	To A High Degree
Opportunity to use special abilities	0.9%	0.9%	22.9%	75.2%	2.2%	9.0%	41.6%	47.2%
Chance to earn a great deal of money	2.8	13.2	59.1	24.9	20.2	20.5	44.4	14.9
Permit me to be creative and original	0.3	8.6	42.2	48.9	7.8	20.5	38.8	32.9
Give me social status and prestige	10.2	25.7	52.3	11.8	13.3	25.1	46.7	14.9
Provide for a stable future	1.5	6.2	24.6	67.7	9.3	10.8	40.4	39.5
Be free of supervision	4.3	12.0	50.3	33.4	5.2	16.7	43.2	34.9
Chance to exercise leadership	0.9	7.4	51.2	40.4	8.7	14.2	43.3	33.7
Opportunity to help others	2.8	7.4	32.2	57.7	6.5	16.8	28.0	48.8
Enjoy what I am doing	0.3	0.3	8.3	91.0	2.8	9.9	36.3	50.9

for a stable future, and enjoying what they were doing were of greatest personal importance. Social status and prestige were of least importance.

If one looks only at the last column of the table, then clearly there was often a large disparity between what was important to the individual and characteristics of their jobs. But for those items that were personally important to the majority of respondents, most indicated that the item was at least moderately present in their job. For example, 91% of the respondents stated that enjoying what they were doing was important to them. Only 51% stated that this item was present in their job "to a high degree." But only 12% checked the fifth and sixth columns - "not at all" or "slightly."

Responses to these items were also analyzed after controlling for various factors. Year of graduation was significant in only one case. The most recent graduates, compared to earlier graduates, felt that their job provided less chance to be free of supervision.

Sex as a control variable was significant in a number of cases. Women felt that earning a great deal of money was not as personally important compared to men, while the opportunity to help others and enjoying what they were doing was more important. Concerning characteristics of jobs held, women were less likely to feel that they had a chance to earn a great deal of money, while they

were more likely to feel that they wer able to use their special abilities and help others. The results are shown in Table 36.

Table 37 analyzes these items as related to area of concentration. (Note that only four of the eight possible answers are listed so that the percentages need not add to 100%.) The table reveals what items were important for those in an area of concentration, and where the job did not satisfy those items considered important.

Consider Education concentrators. Important items were the opportunity to use special abilities, opportunity to help others, and enjoying the job. Most seemed to find these items as characteristic of their job. The job for these individuals did not, however, provide for the kind of stability that was hoped for.

Table 38 relates the items to specific occupations. Since there are so many occupations, only three were actually investigated. (Although there were more Accountants represented in the sample than any other profession, their responses were nearly identical to those of Accounting concentrators. Hence, they were not analyzed. The same was true of Elementary Teachers, whose responses were very similar to those of Education concentrators.) So that more occupations would be considered, Table 39 looks at occupational categories, but omitting those three categories that had five or less responses.

Table 36*
Job Characteristics-By Sex

	None	Little	Some	Very
Chance to earn a great deal of money-importance to you				
Male	1.5%	10.3%	59.3%	28.9%
Female	4.7	18.0	57.8	19.5
Opportunity to help others-importance to you				
Male	3.6	9.3	37.6	49.5
Female	1.6	3.9	23.4	71.1
Enjoying what I am doing-importance to you				
Male	0.5	-	10.9	88.6
Female	-	0.8	3.9	95.3

	Not at All	Slightly	Moderately	To A High Degree
Opportunity to use my special abilities characteristic of job				
Male	2.1%	8.9%	51.6%	37.5%
Female	1.6	8.7	27.6	62.2
Chance to earn a great deal of money-characteristic of job				
Male	11.9	20.1	49.5	18.6
Female	32.8	20.8	36.8	9.6
Opportunity to help others-characteristic of job				
Male	8.3	19.7	32.1	39.9
Female	3.2	12.7	22.2	61.9

*Only characteristics that were significantly related are reported.

Table 37
Job Characteristics-By Area of Concentration

	Importance to You		Characteristic of Your Present Job	
	Some	Very	Moderately	To A High Degree
Accounting (N=97)				
Opportunity to use special abilities	26.0%	69.8%	52.1%	36.5%
Chance to earn a great deal of money	61.2	31.6	58.8	20.6
Permit me to be creative and original	46.9	33.7	45.4	17.5
Give me social status and prestige	53.1	17.3	53.6	19.6
Provide for a stable future	21.4	74.5	42.3	49.5
Be free of supervision	53.1	32.7	49.5	33.0
Chance to exercise leadership	49.0	42.9	46.4	35.1
Opportunity to help others	41.8	45.9	34.4	32.3
Enjoy what I am doing	10.3	89.7	46.9	44.8
Biology (N=12)				
Opportunity to use special abilities	25.0	75.0	41.7	41.7
Chance to earn a great deal of money	41.7	41.7	25.0	33.3
Permit me to be creative and original	25.0	66.7	33.3	25.0
Give me social status and prestige	58.3	8.3	33.3	25.0
Provide for a stable future	16.7	83.3	16.7	58.3
Be free of supervision	33.3	50.0	25.0	33.3
Chance to exercise leadership	58.3	33.3	25.0	16.7

Table 37 (cont.)

	Importance To You		Characteristic of Your Present Job To A	
	Some	Very	Moderately	High Degree
Opportunity to help others	16.7%	58.3%	25.0%	58.3%
Enjoy what I am doing	-	91.7	41.7	41.7
Business Administration (N=62)				
Opportunity to use my special abilities	32.3	67.7	43.5	43.5
Chance to earn a great deal of money	66.1	30.6	56.5	19.4
Permit me to be creative and original	41.9	53.2	32.3	46.8
Give me social status and prestige	56.7	15.0	49.2	18.0
Provide for a stable future	24.2	71.0	41.9	45.2
Be free of supervision	53.2	35.5	38.7	43.5
Chance to exercise leadership	51.6	43.5	36.1	47.5
Opportunity to help others	43.5	40.3	33.9	38.7
Enjoy what I am doing	9.7	88.7	38.7	45.2
Chemistry (N=12)				
Opportunity to use special abilities	16.7	83.3	50.0	33.3
Chance to earn a great deal of money	58.3	33.3	25.0	25.0
Permit me to be creative and original	41.7	58.3	16.7	41.7
Give me social status and prestige	33.3	16.7	33.3	25.0
Provide for a stable future	16.7	83.3	33.3	41.7
Be free of supervision	41.7	58.3	41.7	33.3

Table 37 (cont.)

	Importance To You		Characteristic of Your Present Job To A	
	Some	Very	Moderately	High Degree
Chance to exercise leadership	58.3%	16.7%	41.7%	16.7%
Opportunity to help others	25.0	50.0	8.3	41.7
Enjoy what I am doing	-	100.0	33.3	58.3
Education (N=45)				
Opportunity to use special abilities	4.4	95.6	11.4	84.1
Chance to earn a great deal of money	53.3	6.7	34.1	-
Permit me to be creative and original	25.0	75.0	32.6	60.5
Give me social status and prestige	62.2	4.4	52.3	6.8
Provide for a stable future	28.9	66.7	47.7	27.7
Be free of supervision	53.3	26.7	50.0	29.5
Chance to excercise leadership	52.3	34.1	52.3	31.8
Opportunity to help others	-	100.0	6.8	93.2
Enjoy what I am doing	2.2	97.8	25.0	70.5
English (N=9)				
Opportunity to use special abilities	11.1	88.9	33.3	55.6
Chance to earn a great deal of money	77.8	22.2	33.3	22.2
Permit me to be creative and original	55.6	44.4	44.4	44.4
Give me social status and prestige	33.3	33.3	33.3	22.2
Provide for a stable future	22.2	77.8	22.2	33.3

Table 37 (cont.)

	Importance To You		Characteristic of Your Present Job To A	
	Some	Very	Moderately	High Degree
Be free of supervision	44.4%	44.4%	11.1%	77.8%
Chance to excercise leadership	44.4	55.6	33.3	55.6
Opportunity to help others	22.2	66.7	11.1	66.7
Enjoy what I am doing	11.1	88.9	33.3	66.7
History (N=21)				
Opportunity to use special abilities	28.6	71.4	42.9	47.6
Chance to earn a great deal of money	52.4	23.8	33.3	4.8
Permit me to be creative and original	57.1	38.1	52.4	23.8
Give me social status and prestige	42.9	-	42.9	-
Provide for a stable future	38.1	57.1	47.6	28.6
Be free of supervision	42.9	38.1	42.7	28.6
Chance to excercise leadership	47.6	52.4	57.1	28.6
Opportunity to help others	28.6	71.4	23.8	52.4
Enjoy what I am doing	14.3	85.7	19.0	61.9
Psychology (N=9)				
Opportunity to use special abilities	22.2	66.7	44.4	33.3
Chance to earn a great deal of money	44.4	33.3	33.3	22.2
Permit me to be creative and original	44.4	55.6	55.6	22.2
Give me social status and prestige	77.8	-	22.2	33.3
Provide for a stable future	-	77.8	22.2	33.3

Table 37 (cont.)

	Importance To You		Characteristic of Your Present Job To A	
	Some	Very	Moderately	High Degree
Be free of supervision	44.4%	33.3%	44.4%	33.3%
Chance to excercise leadership	44.4	44.4	44.4	33.3
Opportunity to help others	33.3	66.7	44.4	44.4
Enjoy what I am doing	-	100.0	11.1	66.7
Sociology (N=10)				
Opportunity to use special abilities	10.0	90.0	20.0	70.0
Chance to earn a great deal of money	40.0	-	10.0	10.0
Permit me to be creative and original	30.0	70.0	30.0	60.0
Give me social status and prestige	40.0	10.0	60.0	10.0
Provide for a stable future	30.0	40.0	50.0	30.0
Be free of supervision	60.0	40.0	50.0	30.0
Chance to excercise leadership	60.0	40.0	40.0	50.0
Opportunity to help others	20.0	80.0	20.0	70.0
Enjoy what I am doing	10.0	90.0	40.0	50.0

Table 38
Job Characteristics-By Specific Occupation

	Importance To You		Characteristic of Your Present Job	
	Some	Very	Moderately	To A High Degree
Executive (N=34)				
Opportunity to use special abilities	32.4%	64.7%	55.9%	35.3%
Chance to earn a great deal of money	61.8	29.4	55.9	17.6
Permit me to be creative and original	52.9	35.3	38.2	35.3
Give me social status and prestige	58.8	8.8	50.0	20.6
Provide for a stable future	14.7	70.6	44.1	35.3
Be free of supervision	41.2	47.1	44.1	44.1
Chance to excercise leadership	35.3	64.7	32.4	61.8
Opportunity to help others	41.2	47.1	44.1	35.3
Enjoy what I am doing	17.6	82.4	47.1	41.2
Sales Rep. (N=21)				
Opportunity to use special abilities	19.0	81.0	52.4	38.1
Chance to earn a great deal of money	52.4	42.9	57.1	14.3
Permit me to be creative and original	47.6	52.4	42.9	42.9
Give me social status and prestige	57.1	14.3	57.1	4.8
Provide for a stable future	33.3	66.7	38.1	47.6
Be free of supervision	57.1	19.0	42.9	42.9
Chance to excercise leadership	47.6	52.4	52.4	28.6
Opportunity to help others	66.7	23.8	47.6	28.6
Enjoy what I am doing	19.0	76.2	33.3	52.4

Chapter 38 (cont.)

	Importance to You		Characteristic of Your Present Job	
	Some	Very	Moderately	To A High Degree
High School Teacher (N=16)				
Opportunity to use special abilities	18.8%	81.3%	25.0%	68.8%
Chance to earn a great deal of money	43.8	6.3	6.3	-
Permit me to be creative and original	56.3	43.8	56.3	37.5
Give me social status and prestige	43.8	-	25.0	6.3
Provide for a stable future	43.8	43.8	37.5	12.5
Be free of supervision	50.0	18.8	43.8	25.0
Chance to exercise leadership	62.5	37.5	50.0	43.8
Opportunity to help others	6.3	93.8	6.3	93.8
Enjoy what I am doing	6.3	93.8	37.5	56.3

Table 39
Job Characteristics-By Occupational Categories

	Importance To You		Characteristics of Your Present Job	
	Some	Very	Moderately	To A High Degree
Business Related (N=181)				
Opportunity to use special abilities	29.3%	68.0%	51.9%	37.0%
Chance to earn a great deal of money	64.5	30.1	55.2	18.8
Permit me to be creative and original	46.4	41.5	41.2	26.4
Give me social status and prestige	53.8	13.7	52.2	17.0
Provide for a stable future	23.0	69.4	41.2	43.4
Be free of supervision	50.3	33.9	44.5	38.5
Chance to exercise leadership	47.5	46.4	42.9	38.5
Opportunity to help others	44.3	43.2	37.4	34.6
Enjoy what I am doing	10.4	89.0	42.0	44.2
Health Related (N=15)				
Opportunity to use special abilities	46.7	53.3	40.0	46.6
Chance to earn a great deal of money	60.0	20.0	26.7	20.0
Permit me to be creative and original	46.7	33.3	33.3	20.0
Give me social status and prestige	60.0	20.0	33.3	33.3
Provide for a stable future	13.3	73.3	33.3	33.3
Be free of supervision	33.3	53.3	26.7	40.0
Chance to exercise leadership	50.0	28.6	13.3	33.3

Table 39 (cont.)

	Importance To You		Characterisitics of Your Present Job	
	Some	Very	Moderately	To A High Degree
Opportunity to help others	20.0%	73.3%	20.0%	60.0%
Enjoy what I am doing	6.7	86.7	20.0	66.7
Science Related (N=16)				
Opportunity to use special abilities	18.8	81.3	37.5	37.5
Chance to earn a great deal of money	62.5	31.3	56.3	12.5
Permit me to be creative and original	37.5	62.5	18.8	37.5
Give me social status and prestige	31.3	12.5	43.8	6.3
Provide for a stable future	25.0	75.0	37.5	37.5
Be free of supervision	56.3	43.8	50.0	25.0
Chance to exercise leadership	75.0	18.8	40.0	13.3
Opportunity to help others	43.8	37.5	31.3	25.0
Enjoy what I am doing	6.3	93.8	43.8	43.8
Social Science Related (N=16)				
Opportunity to use special abilities	23.1	76.9	38.5	61.5
Chance to earn a great deal of money	53.8	7.7	23.1	7.7
Permit me to be creative and original	46.2	53.8	46.2	30.8
Give me social status and prestige	61.5	-	30.8	7.7
Provide for a stable future	15.4	69.2	38.5	30.8

Table 39 (cont.)

	Importance To You		Characteristics of Your Present Job	
	Some	Very	Moderately	To A High Degree
Be free of supervision	46.2%	30.8%	46.2%	30.8%
Chance to exercise leadership	46.2	46.2	61.5	15.4
Opportunity to help others	23.1	76.9	7.7	76.9
Enjoy what I am doing	15.4	84.6	46.2	30.8
Teaching Related (N=60)				
Opportunity to use special abilities	10.0	90.0	16.9	79.7
Chance to earn a great deal of money	51.7	8.3	27.1	1.7
Permit me to be creative and original	32.2	67.8	39.7	56.9
Give me social status and prestige	52.2	5.1	39.7	6.9
Provide for a stable future	30.0	60.0	47.5	23.7
Be free of supervision	53.3	21.7	49.2	28.8
Chance to exercise leadership	60.0	31.7	57.6	33.9
Opportunity to help others	3.3	96.7	8.5	91.5
Enjoy what I am doing	3.3	96.7	25.4	69.5
Government (N=11)				
Opportunity to use special abilities	-	90.9	45.5	45.5
Chance to earn a great deal of money	45.5	27.3	36.4	9.1
Permit me to be creative and original	72.7	27.3	54.5	9.1
Give me social status and prestige	27.3	9.1	36.4	9.1

Table 39 (con't.)

	Importance To You		Characteristics of Your Present Job	
	Some	Very	Moderately	To A High Degree
Provide for a stable future	27.3%	72.7%	36.4%	63.6%
Be free of supervision	81.8	18.2	36.4	36.4
Chance to exercise leadership	63.6	36.4	18.2	45.5
Opportunity to help others	27.3	72.7	45.4	36.4
Enjoy what I am doing	-	100.0	36.4	54.5

By examining tables such as Table 35 through Table 39, it is possible to determine what factors were important to individuals, and whether important factors were found on the job. If important factors were generally not found on the job, this probably indicates a high degree of job dissatisfaction. To obtain a more precise measure of job satisfaction, a job satisfaction index was developed.

The construction of the index is best illustrated by example. Suppose a particular respondent answered the survey as follows:

	Importance to you				Characteristic of your present job			
	None	Little	Some	Very	Not at all	Slightly	Moderately	To a high degree
Opportunity to use special abilities			X				X	
Chance to earn a great deal of money				X		X		
Permit me to be creative & original		X				X		
Give me social status and prestige			X			X		
Provide for a stable future				X			X	
Be free of supervision		X				X		
Chance to exercise leadership			X				X	
Opportunity to help others			X				X	
Enjoy what I am doing				X			X	

First, only those items in which the fourth column was checked are considered. For this example, this includes

the second, fifth, and ninth items. The numerical value assigned to these three items is four. Next, a second value ranging from one to four is assigned to each of the three items depending upon the box checked in columns five through eight. This second value is subtracted from the first value. Finally, the differences between the two values are added up for all three items and divided by three. More specifically:

Item checked as important	Assigned first value	Assigned second value	(2) - (3)
Item 2	4	2	2
Item 5	4	3	1
Item 9	4	3	1

$$\frac{\text{Sum of values in column 4}}{\text{number of items}} = \frac{4}{3}$$

The resulting number (in this example it was 1.33) provides a measure of job satisfaction for those items considered very important to the individual. Values range from zero to three, with job satisfaction increasing the lower the number.

To test the validity of this index, the mean value of the job satisfaction index was related to a survey question which directly relates to job satisfaction - namely, "Do you wish you were working for an employer other than your present one?" The results were:

Wish to work for new employer	Mean value of job satisfaction index
Yes	1.206
No	0.412
Don't Know	0.739

The difference in the numbers is rather striking.

The mean value of the job satisfaction index was also computed after controlling for several other factors. The results are given in Table 40.

Sex was not a significant factor. Year of graduation, as expected, indicated greatest job dissastisfaction for the most recent graduates. Necessity of degree in obtaining one's present job was related, but only for those who indicated that the degree was not at all necessary.

The next two factors were strongly significant. Willingness to move to another state, however, was difficult to interpret since those that marked "don't know" had a higher index than those that marked "no." As mentioned earlier in the report, willingness to move is a function of many variables, with job satisfaction being only one.

The last variable considered is control by division. Those in Education indicated the highest level of job satisfaction. However, all of the other divisions had very similar values. This is a bit surprising. Despite all the difficulties that people concentrating in traditional liberal arts areas are supposed to have in regards to obtaining meaningful jobs, these results indicate that job satisfaction was quite uniform for all the divisions in the College.

Respondents could have been divided in still other ways - specific occupations, area of concentration, type of

Table 40
Job Satisfaction Index

	Mean Value of Job Satisfaction Index
Sex	
Male	0.63
Female	0.582
Year Of Graduation	
1974	0.545
1975	0.548
1976	0.589
1977	0.709
1978	0.757
Necessity of degree and obtaining Job	
Not Necessary	0.871
Somewhat Necessary	0.594
Very Necessary	0.568
Necessity of degree and performing on Job	
Not Necessary	0.991
Somewhat Neccessary	0.60
Very Necessary	0.504
Bellarmine and Satisfactory Work Experience	
Yes	0.537
No	1.049
Don't Know	0.788
Willing to move to A different state	
Yes	0.703
No	0.584
Don't Know	0.482
Division	
Commerce	0.606
Science-Math	0.685
Social Science	0.707
Humanities	0.635
Education	0.412

employer, and others. This, and other research possibilities, will be investigated by the author at a future date.

Possible Use of Survey Data by Other Interested Parties

Results of the survey were first coded on worksheets, and then typed on computer cards. At the present, all of the data are on disk, and can be accessed by a terminal located at the University of Louisville computer center.

The author invites any interested parties to investigate questions of concern by utilizing responses to the survey as a data base. A list of the variables that were used in this study are given in Table 41. Since the system of programs used was SPSS, it is possible for individuals to develop new variables from the original set of variables.

Table 41
Set of Variables Utilized

Variable Number	Variable Name
Var02	Sex
Var04	Year of graduation
Var05	Major
Var06	Desired major
Var07	Desired occupation at graduation
Var08	Whether attended graduate school
Var09	First graduate school location
Var10	First graduate school field of study
Var11	First graduate school degree
Var12	Second graduate school location
Var13	Second graduate school field of study
Var14	Second graduate school degree
Var15	Present employment status
Var16	First occupation
Var17	First type of employer
Var18	When obtained first job
Var19	When left first job
Var20	Second occupation
Var21	Second type of employer
Var22	When obtained second job
Var23	When left second job
Var24	Third occupation
Var25	Third type of employer
Var26	When obtained third job
Var27	When left third job
	Importance of choosing present occupation -
Var28	- opening available
Var29	- rapid career advancement
Var30	- high earnings
Var31	- prestigious occupation
Var32	- autonomy
Var33	- originality
Var34	- contribution to society
Var35	- leadership opportunities
Var36	- intrinsic interest
Var37	Difficulty in obtaining present job
Var38	Necessity of degree in obtaining present job
Var39	Necessity of degree in performing required duties of present job
Var40	Necessity of major in performing required duties of present job
Var41	First useful course - major
Var42	First useful course - title
Var43	Second useful course - major
Var44	Second useful course - title
Var45	Bellarmine and providing for satisfactory work experience
Var46	Desire for another occupation
Var47	Alternative occupation desired
Var48	Desire to work for a new employer
Var49	Willing to move to another state

Table 41(cont.)

Var50	Use my special abilities - importance
Var51	Use my special abilities - present job
Var52	Earn a lot of money - importance
Var53	Earn a lot of money - present job
Var54	Be creative - importance
Var55	Be creative - present job
Var56	Give prestige - importance
Var57	Give prestige - present job
Var58	Give a stable future - importance
Var59	Give a stable future - present job
Var60	Free of supervision - importance
Var61	Free of supervision - present job
Var62	Exercise leadership - importance
Var63	Exercise leadership - present job
Var64	Help others - importance
Var65	Help others - present job
Var66	Enjoy what I am doing - importance
Var67	Enjoy what I am doing - present job
Var68	Months to find present job
Var69	Bellarmine degree helpful in the future
Var74	Number of jobs held

The following variables were constructed from the original set of variables listed above.

Var75	Present occupation
Var76	Present occupation - categories
Var77	Present type of employer
Var78	Present type of employer - categories
Var79	Major - by division
Var81	Job satisfaction index
Var90	Desired major - by division
Var91	Months employed in first job
Var92	Months between first and second job
Var93	Months employed in second job
Var94	Months between second and third job
Var120	Major - categories greater than five
Var121	Desired major - categories greater than five
Var122	Desired occupation at time of graduation - categories greater than five
Var124	Present occupation - categories greater than five
Var125	Present occupation - categories greater than nine

APPENDIX

Copy of the Survey Sent
to Bellarmine Alumni

BELLARMINE COLLEGE EMPLOYMENT SURVEY

INSTRUCTIONS: Please fill out information requested. For questions that relate to occupation or type of employer, please make your choice from the lists given on page 4. It is important that all occupations and types of employers be limited to those on these lists. If you do not find an occupational title or type of employer that exactly fits your circumstances, choose that which seems closest.

I. Undergraduate Education

A. Date of graduation from Bellarmine _____ Month _____ Year

B. Area of concentration (major) _____

C. If you could start college over again, what would be your area of concentration (major)? _____

D. What occupation did you wish to enter (or eventually enter) at the time you graduated? Occupation code number _____ Occupation title _____

(For question I-D, please refer to the enclosed list of occupations on page 4. For example, if you wished to become a military officer, you would look under GOVERNMENT and record occupation code number "52" and occupation title "Military Officer.")

II. Graduate Education

A. Are you now or have you in the past attended graduate school? (✓) box ☐ Yes ☐ No (If No, Skip to III)

B. List below the graduate institutions attended in the order in which you attended them. If you are in graduate school now, indicate the degree anticipated and approximate graduation date.

Institution	Dates Attended	Major field of Study	Degree Obtained (or anticipated)	Date Degree Obtained (or anticipated)

III. Employment

A. Check which of the following applies at the present time:

Working full time	☐	Unemployed, but not looking for a job	☐
Working part time	☐	Full-time graduate student	☐
Unemployed, but looking for a job	☐		

B. List below the full-time jobs you have held since graduation from Bellarmine College. When indicating the occupation and type of employer, please refer to the lists enclosed on page 4. Your list of jobs should be in chronological order.

For example, if your first job was teaching high school mathematics you would record occupation code number "44", occupation title "High School Teacher", type of employer code number "7", and type of employer "Elementary or Secondary School".

	Occupation Code Number	Occupation title	Type of Employer code number	Type of Employer	Date Obtained Job (month/year)	Date Left job (month/year)
t Job						
nd Job						
d Job						

(If you held more than three full-time jobs since graduation from Bellarmine College, please list them on the back of this sheet.)

C. The following ten questions refer to your present job only. If you do not have a full-time job at the present time, please skip to question 12.

1. In choosing your present occupation, indicate how important the following were: (✓ box

	Very Important	Somewhat Important	Not Important
a. Job openings available	☐	☐	☐
b. Rapid career advancement	☐	☐	☐
c. High earnings	☐	☐	☐
d. Prestigious occupation	☐	☐	☐
e. Autonomy	☐	☐	☐
f. Originality	☐	☐	☐
g. Contribution to society	☐	☐	☐
h. Leadership opportunities	☐	☐	☐
i. Intrinsic interest in a field	☐	☐	☐

2. Did you experience difficulty in obtaining your present job: (✓ box

☐ a great deal of difficulty ☐ some difficulty ☐ no difficulty

Answer questions 3, 4 and 5 by checking the appropriate box:

(If you have completed a graduate degree such as M.A. or Ph.D., you may skip questions 3, 4 and 5.)

	Very Necessary	Somewhat Necessary	Not Necessary
3. How necessary was your undergraduate degree in obtaining your job?	☐	☐	☐
4. How necessary was your undergraduate degree in adequately performing the duties required by your job?	☐	☐	☐
5. How necessary was your undergraduate area of concentration in adequately performing the duties required by your job?	☐	☐	☐

6. In your opinion, which two courses taken at Bellarmine College were most directly useful in adequately performing the duties required by your job?

1. _____ (Indicate course title.)

2. _____ (Indicate course title.)

	Yes	No	Don't Know
7. Do you feel that your academic and personal experience at Bellarmine helped to prepare you for a satisfying work experience in your current position? (✓ box	☐	☐	☐
8. Do you wish you were in an occupation other than your present one? (✓ box	☐	☐	☐

If so, which occupation would you prefer? _____

(Please refer to enclosed list of occupations on page 4.)

	Yes	No	Don't Know
9. Do you wish you were working for an employer other than your present one? (✓ box	☐	☐	☐
10. Would you be willing to move to another state to accept a promotion or better job? (✓ box	☐	☐	☐

IV.

11. Fill in both columns A and B. (✓) box

	A Importance to you				B Characteristic of your present job			
	Very	Some	Little	None	To a high degree	Moderately	Slightly	Not at all
a. Opportunity to use my special abilities	☐	☐	☐	☐	☐	☐	☐	☐
b. Chance to earn a great deal of money	☐	☐	☐	☐	☐	☐	☐	☐
c. Permit me to be creative and original	☐	☐	☐	☐	☐	☐	☐	☐
d. Give me social status and prestige	☐	☐	☐	☐	☐	☐	☐	☐
e. Enable me to look forward to a stable future	☐	☐	☐	☐	☐	☐	☐	☐
f. Leave me relatively free of supervision	☐	☐	☐	☐	☐	☐	☐	☐
g. Give me a chance to exercise leadership	☐	☐	☐	☐	☐	☐	☐	☐
h. Give me an opportunity to help others	☐	☐	☐	☐	☐	☐	☐	☐
i. Enjoying what I am doing	☐	☐	☐	☐	☐	☐	☐	☐

12. (The following question refers to your <u>first</u> full-time job only.)

Approximately how many months did you actively look before you found your first full-time job? _____
(Indicate number of months)

13. Given the types of jobs you anticipate holding in the future, do you believe that a college degree will prove generally helpful and/or necessary in order to satisfactorily carry out your anticipated occupational duties? (✓) box

Definitely Yes	Probably Yes	Probably No	Definitely No
☐	☐	☐	☐

Impressions of Bellarmine College

A. Are you aware of Bellarmine's advertising slogan? (✓) box

Yes	No
☐	☐

B. What is it? _____

C. Do you think the current slogan or advertisement upgrades the image of Bellarmine in the local community? (✓) box

Yes	No	Don't Know
☐	☐	☐

Please refer to the following lists of occupations and types of employers as requested in the survey.

LIST OF OCCUPATIONS

BUSINESS-RELATED

1. Accountant
2. Administrative Assistant
3. Advertising Man/Public Relations
4. Budget/Financial Analyst
5. Clerk/Secretary
6. Executive/Administrator/ Manager (Advertising Executive, Director of Heart Association, Regional Director of Social Security Administration, Store Manager, Supervisor of Hospital Personnel, County Welfare Administrator, etc.)
7. Insurance Agent/Claims Adjustor
8. Research Analyst/Funds Manager
9. Sales Representative
10. Self-Employed

PROFESSIONS: HEALTH-RELATED

11. Chiropractor
12. Dental Assistant/Hygenist
13. Dentist
14. Dietitian
15. Medical Technologist
16. Nurse
17. Occupational Therapist
18. Pharmacist
19. Physical Therapist
20. Physician
21. Lab Technician
22. Veterinarian

PROFESSIONS: NATURAL AND PHYSICAL SCIENCE-RELATED

23. Biologist
24. Chemist
25. Computer Programmer/Scientist
26. Engineer
27. Mathematician
28. Physical Scientist
29. Physicist

PROFESSIONS: SOCIAL SCIENCE-RELATED

30. Psychologist
31. Social Worker
32. Social Scientist (All Other)

PROFESSIONS: ART-RELATED

33. Architect
34. Artist
35. Entertainer
36. Interior Designer
37. Musician
38. Photographer
39. Writer/Reporter

PROFESSIONS: TEACHING-RELATED

40. Assistant Superintendent/Assistant Principal
41. College Teacher
42. Elementary Teacher
43. Guidance Counselor
44. High School Teacher
45. School Superintendent/Principal
46. Administration - Higher Education

PROFESSIONS: OTHER

47. Clergy
48. Lawyer
49. Librarian

GOVERNMENT (Includes only occupations exclusively found in government)

50. Government Investigator (Tax Auditor, EPA Investigator, etc.)
51. Law Enforcement Officer/Fireman
52. Military Officer
53. Military Personnel (Other Than Officer)

TRADES

54. Industrial Technician
55. Semi-Skilled Worker
56. Skilled Trades
57. Unskilled Worker

OTHER

58. If you cannot locate your occupation from the list enclosed, please specify.

LIST OF TYPES OF EMPLOYERS

PRIVATE INDUSTRY

1. Manufacturing or Mining
2. Retail or Wholesale
3. Self-Employed
4. Other

GOVERNMENT

5. Federal (Including Military)
6. State or Local

EDUCATION

7. Elementary or Secondary School
8. Higher Education Institution
9. Technical School

NON-PROFIT

10. Churches, Welfare Organizations
11. Hospitals, Clinics
12. Other Non-Profit Institution